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ABSTRACT

Background on the current status of English and French as a second language (ESL, FSL) and English as a second dialect (ESD) programs in Ontario is provided by questionnaire responses, interviews and a review of pertinent literature. The author concludes that declining enrollment will jeopardize ESL/D and French immersion programs. Reduction in staff will limit a principal's ability to create or maintain a strong language program. In addition, increases in split grades will result in regular classroom teachers being asked to give extra help in ESL and will create the untenable situation, for French teachers, of having to teach two different levels at the same time. The author recommends mandatory certification for ESL/D teachers, changes in the allocation formula to include program funding from federal and provincial sources, and further research on the efficacy and usefulness of ESL/D programs. The FSL program is strongly entrenched at the elementary level but is declining at the secondary level due to the introduction of the credit system. To encourage greater interest at this level, the author suggests requiring two credits in French for graduation. (Author/WD)

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WORKING PAPER NO. 37

REPORT ON SECOND AND THIRD LANGUAGES

MARY HAINSWORTH

SEPTEMBER, 1978

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COMMISSION ON DECLINING SCHOOL ENROLMENTS IN ONTARIO (CODE)

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REPORT ON SECOND AND THIRD LANGUAGES

Mary Hainsworth

September, 1978

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ENGLISH AS A SECOND LANGUAGE

Summary

English as a Second Language is an all-encompassing term, covering a variety of programs and needs. It includes English as a Second Dialect for children whose mother tongue is an English dialect, but not standard Canadian English, and in some boards, it also includes "booster" or upgrading programs offered to children whose opportunities for formal schooling before they arrived in Canada were limited. The financial burden of ESL/ESD programs has fallen most heavily on urban boards, most especially those in the Metropolitan Toronto area.

Programs in ESL/D are considered a support service, not part of the regular school curriculum. The peripheral nature of ESL classes is borne out by the assignment of poor classroom accommodation, by poor timetabling, by lack of integration with the regular school program. A basic misunderstanding of the principles of language teaching on the part of school administrators and even other teachers is reflected in the fact that the ESL/D program in a school may be assigned randomly to whichever staff member's timetable can accommodate it. This means a lack of continuity and progression in the program which would certainly limit its effectiveness.

There appears to be no systematic approach to the identification of ESL/D students, nor to the assessment of that student's needs. Nor is there any organized monitoring procedure to follow a student's progress within a school or between schools.

There has been virtually no research carried out into the cost-effectiveness of various kinds of ESL programs. There is a serious lack of Canadian-based teaching material, and almost no resource material available. Much of what there is is out-of-date.

Figures from the Ministry of Education indicate that the five largest ESL programs are operated by boards in the Metro Toronto area. Four of these five operate under the aegis of the Metropolitan Toronto School Board. The Metro Board formula for allocating ESL/D funds would appear to be in disagreement with the Ministry of Education's aims in ESL teaching. The Metro formula is based on the student's family's country of origin, and the family's length of

stay in Canada. Full credit is given to a student from a non-English speaking country whose family has been in Carada for less than a year, and half a credit is allowed for that same student the following year. This formula overlooks the needs of two other groups of children who may need ESL/D: the Canadian-born child of immigrant parents who speaks no English when he/she starts school, and the child whose parents have been in Canada for longer than two years. Since the Ministry's aims in the guidelines for ESL are stated to be the acquisition by the student of oral and written fluency in Canadian English, as well as orientation to the Ontario school system and the community, it would appear that the metro formula is not providing for this.

Declining enrolments will jeopardize the existence of ESL/D programs in some schools, both elementary and secondary. Once an elementary school has only five or six teachers, a principal no longer has the flexibility to create or maintain a strong ESL program. At the secondary level, schools which may not want to lose students to an ESL/D program in another school may reclassify such students as Special Education students, or Remedial Reading students, or even as "slow" students. For the same reason, remedial upgrading classes in a regional school may be difficult to create or maintain.

To deal with these issues:

1. Mandatory certification for teachers of ESL/D programs would mean that an ESL program is no longer assigned at random to anyone free to take it on. Since it would also mean the dual certification of most ESL teachers, it would be a way of integrating such teachers more closely into the school curriculum.

2. An information-gathering project is considered a first-priority by Dr. Patrick Allen of OISE. This would help to establish a collection of source material, and would co-ordinate efforts at establishing a methodology and programs for ESL/D across the province.

3. A research project into the cost-effectiveness of various ways of teaching ESL should be undertaken. Systematic identification and assessment procedures should be established, and monitoring procedures should be standardized and used. The lack of factual information about ESL/D programs and the inadequacy of useful research into such programs hold grave implications for the efficacy and usefulness of such programs across the province.

4. The Metro Toronto Allocation formula should be changed to include all three groups of students in need of ESL/D. But changing the metro formula, in a sense, would mean simply cutting the same pie into smaller pieces. What is needed is funding from other sources (federal and provincial) to help local boards provide for large numbers of immigrant children. Such funding should support children up to the three years it may take to upgrade their English and their academic standing. The Ministry has recently established a weighting factor for ESL, based on the number of teachers a board uses. This helps to generate funds that go directly into a board's general operating budget, and therefore not necessarily used for ESL, but it is considered a step in the right direction in acknowledging that local funding alone is not enough.

5. If an ESL/D program is going to ensure that an individual student will be able to cope with our school system and with the English language, then Boards should be encouraged to allocate as many teachers to the program as they feel are necessary to ensure that these aims will be met.

FRENCH AS A SECOND LANGUAGE

Summary

A new provincial program for funding French as a Second Language Program was announced by the Ministry of Education in April, 1977. Ministry funding for French programs is now based on a student's accumulated hours of French study. In addition, where a Core program in French is offered, it is compulsory for all children in that grade; and the Ministry hopes and expects that every board in the province will offer optional French immersion programs for those students who want them.

At the elementary level, the main effects of declining enrolments will be as follows:

1. The increasing numbers of double grades being created as school populations decline have serious implications for the effective teaching of a language program. Because of the sequential nature of language learning, separate timetabling for the separate grades in a combined class is important. But with tighter pupil/teacher ratios, this may be difficult to achieve in many schools.

2. The increasing number of itinerant teachers creates again problems that some urban boards had been able to phase out in the past. Declining numbers of classes may mean that some teachers who could previously be employed full-time in a school may now have to be assigned to two or more schools.

3. The creation of new FSL programs (particularly immersion) by boards is jeopardized by declining enrolments. It is unfortunate that the expansion of the FSL program has come at a time of teacher redundancy in other fields. New programs in French must be taught by qualified French teachers, so boards must find them within their own present group of teachers, or hire new teachers. At the same time, declining general enrolments are jeopardizing the positions of many unilingual teachers, who see the expansion of the French program as another threat to their jobs. Also, where alternative programs such as immersion are offered, students must choose among them, with the effect of dividing the existing school population. A new program is thus seen as drawing off students from the regular stream, thereby increasing the problems of declining enrolments in small schools.

To deal with these issues:

1. Schools should, where at all possible, schedule separate times for French for the two grades in a split class.

2. The increase in itinerant teachers may be offset to some extent if boards increase the Core French program from twenty to forty minutes a day, a stated aim of the new FSL program.

3. The Ministry has foreseen some of the problems of finding qualified teachers to teach new FSL programs, and is offering a njmber of ways in which teachers can be retrained. Normal attrition, combined with careful advance planning, is expected to keep teacher displacement problems to a minimum. But it seems unlikely that boards will be able to expand their programs very rapidly, since in some areas there will not be enough students available to start a program such as immersion, and the external "political" aspects of FSL program expansion may mitigate against it in other areas.

At the secondary level, enrolment in French has been declining ever since the introduction of the credit system into the high schools in 1969. Eventually the increased interest in French at the elementary level will be felt at the secondary level, and more and different programs may be demanded. At present, some schools report having to combine grade 11 and grade 12 French, or not being able to offer grade 13 French, because of the low numbers of students enrolled. And the effects of declining general enrolment has scarcely been felt at the secondary level.

To deal with these issues:

1. More careful integration of secondary programs with elementary programs in a board might encourage more students to stay in secondary FSL programs. The Ministry's new guidelines could ensure this by specifying what programs could be used after a certain number of accumulated hours of study.

2. Where possible, a Grade 13 school could be designated for an area or board, where a variety of options appealing to small numbers of students could be offered.

3. A number of individuals and gruops have recommended that one or two credits in FLS should be compulsory for all students enrolled in a program leading to the Secondary School Honour Graduation Diploma.

THIRD LANGUAGES
(Secondary Level)

Summary

Declining general enrolments may well prove to be the final blow to the traditional third language programs (German, Spanish, Russian, and to some extent Italian) across the province. Enrolment in these programs declined drastically with the introduction of the credit system in the high schools, and has been declining ever since.

At the same time, the influx of large immigrant groups into the urban areas of the province has created some demand for third language programs that are ethnically based. For instance, the Toronto board has found a demand for two kinds of Chinese, modern Greek, Portuguese, Polish, etc. These kinds of third language programs are therefore dependent on population patterns and changes.

There is no overall philosophy for third language programs across Ontario. The decisions to be made about programs are left up to local boards, and they in turn leave the decisions to the school principal. He decides whether there are sufficient students enrolled to permit offering a course.

The effect of the new Heritage Language programs offered at the elementary level is unknown. Some secondary teachers feel that students who are able to acquire an academic background in their heritage language will be more likely to continue the study of that language at the secondary level, if it is offered as a credit. Other teachers argue that the lack of qualified teachers in the Heritage Language program, the lengthening of the school day to accommodate it, and other factors, will turn students at the secondary level away from choosing to continue such study. In any case, declining enrolments coupled with the variety of such programs that may be demanded will mean few can be offered, unless the particular ethnic group demanding them is very large and stable.

To deal with these issues:

1. More systematic planning, and some clear decisions about the types and purposes of third languages are questions that should be reviewed by boards and the Ministry of Education.

2. Where conditions permit, a high school specializing in the final years of a language course might be a solution, but this might be possible only at the Grade 13 level. Such a school, drawing on its students regionally, might be able to offer courses which attract small numbers of students.

3. To attract students to language options, teachers should perhaps consider providing language programs that reflect the specific needs of a community. This could mean the development of terminal, rather than cumulative, language programs for students who need only a practical vocabulary - in hotel management for example. This would depend, of course, on the ethnic composition of the community.

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is an all-encompassing term, covering a variety of programs and needs. Originally, English language programs developed to cope with the large influx of non-English speaking immigrants to the urban centres of the province (primarily Metropolitan Toronto) during the 1950's and 1960's. But as federal immigration policies changed, so did requirements for ESL programs. In addition to standard ESL programs for non-English speaking students, some boards have found it necessary to create programs in English as a Second Dialect (ESD) for those students who have come from the English-speaking background in India or in Pakistan, but whose form of English is not standard Canadian English. At the same time, many recent immigrants to Canada have been sponsored by family members who are already in Canada. These families often come from a poorer socio-economic background than the independent immigrants who preceded them, and children from such families may have had little opportunity for formal schooling. Boards have developed academic upgrading or "booster" programs to help such students, and these too come under the heading of ESL.

In a draft of a Standard Brief prepared by the Ontario Association of Teachers of English as a Second Language (TESL), the following quotes appear:

> "There is very little related to the teaching of English as a second language which can be spoken of in broad or general terms, for the typical ESL student or teacher does not exist...Students in need of ESL instruction vary in age, educational background, native language, socio-economic status, and aptitudes. Teachers of ESL work in varied situations: some have a few ESL classes interspersed between regular classroom subject lessons; some work part-time; some work full-time in ESL in one classroom or in several different classrooms; ...These and many other parameters related to the TESL profession make it difficult, then, to adequately discuss and make recommendations where current issues and problems in the field are concerned."

> "Although ESL students are of varied language, educational, cultural, intellectual and social backgrounds, they nevertheless share two kinds of basic needs, both as individuals and as a group. Because they are expected to interact in some way with an English-speaking society, although their first language is not standard Canadian English, they require assistance in two principal areas - language and orientation. Not only do they need help with the development of their comprehension and production of the English language as it is spoken in Canada, but they also require guidance in the task of familiarizing themselves with all aspects of their new environment."

Before a student begins to study ESL/D, he or she must pass through three stages of a screening process: identification, assessment and placement.

1. Identification: Each Board has its own means of identification. In general, potential ESL students in elementary and secondary schools are identified through registration information or interviews. This varies from school to school; the ultimate decision rests with the principal. There are no standardized tests or regulations available to define the potential ESL student. Many ESL students go unrecognized in one board of school who would be provided with a special program at another board or school.

2. Assessment: Guidelines published by the Ministry of Education in 1977 provide guidance here. A variety of assessment procedures are used. Some teachers report that they are obliged to rely heavily on registration information or interviews carried out by the school.

3. Placement: After assessment, the student is placed in one of several different types of ESL/D programs.

There are four basic types of programs used in teaching English as a second language/dialect.

1. Reception Classes: This is a type of immersion program; a child is enrolled and spends all or at least most of the day in a special class. While this program reflects the point of view that stresses language learning over cultural integration, modifications to the program usually include gradual integration of the ESL student into regular classes. Generally, such classes are held within a regular school, although they may be poorly accommodated in the basement or in a portable classroom. Some boards have reception centres. The Toronto Board has a special school (Greenwood), which in 1977 had 28 teachers. Reception classes are usually grade and level free. The main aim of such classes is the successful integration of the student into the regular school program as rapidly as possible, but the drawback to this type of approach is that students, while they remain in the program, are isolated from the main stream, and spend a "sheltered" existence among other students with similar language difficulties.

2. Regular Classes: These stress cultural integration, rather than language

acquisition. The student is simply expected to pick up the language as the days pass. This method is an easy one for boards to adopt, but is only effective when the school is able to provide the students with in-class support, and alternative programs in order to reduce frustration levels. Such classes may work for the most highly motivated capable students. They can mean failure and heartbreak for less gifted children.

3. Withdrawal classes: These are a compromise between the two preceding methods. Such classes try to provide some intensive English teaching with integration into the normal life of the school. There are a number of approaches used in withdrawal classes: a) half day classes - that is, the students spend half a day in ESL and the other half day in the regular program. This approach is acceptable at the elementary level, but is not satisfactory at the secondary level; b) withdrawal classes with an itinerant teacher; c) withdrawal classes with an in-school teacher; d) other combinations of time and place of withdrawal. The chief disadvantages of all kinds of withdrawal classes are the difficulties of timetabling, and possible feelings of self-consciousness on the student's part at being singled out to attend. Conversely, many students feel it is a privilege to attend ESL classes.

4. Bilingual education: This is a method that is not widely used in Ontario for the teaching of ESL, except within the francophone school system. However, countries such as Sweden have had success with this method, in which a teacher speaking both the student's native tongue and the native language is used to help the student achieve integration into the school system.

After one or two years in ESL programs, a student enters the regular school program, and is expected to be able to manage. The draft brief from the TESL Association says: "The absence of mechanisms to trace a student's success after leaving one program for another appears to be a serious oversight, which has implications for the expense, efficiency and effectiveness of programs."

There has been very little research or assessment carried out on the results of various kinds of ESL programs. Many variables are involved: socio-economic and cultural background of student, age of student, teacher ability, etc. Some of the few studies that have been carried out are described below.

1. Immigrants and Their Education (Toronto Board of Education, 1965). This study found that the major problems of immigrant students are cultural transition, the language barrier, and the difficulty of being fairly assessed.

2. A Cost Analysis of New Canadian Instruction (Toronto Board of Education 1968) This study found that in an ESL program, 83% of ESL students were in withdrawal classes, 14% in regional reception centres, 3% in Greenwood (formerly Main St.) school. 85% were in elementary classes, 15% in secondary.

Conclusions drawn were:

1) Costs per student in ESL were higher for secondary school students.

2) No comparison between total costs of various programs was possible. While withdrawal programs are only a few hours a week, the other two are full time. Cost-effectiveness is therefore unknown, until it is known how many hours a typical student remains in a program.

3. The Graduate Study (Toronto Board of Education, 1969) by Craig A. Ramsay and Edgar N. Wright. This study was designed to compare the results of two programs designed to teach ESL: immersion and withdrawal. Conclusions drawn were:

1) The two groups could not be matched on native language nor on age.

2) The term "graduate" was misleading, as students from both groups continued to receive instruction in ESL in some form after leaving the immersion and withdrawal programs.

3) The scores obtained were not significantly different. Both groups performed below average level of students of the same age in regular classes.

4. Learning English as a Second Language: A Summary of Research Department Studies (Toronto Board of Education, 1970) by Edgar N. Wright. This is a brief summary of board research in ESL. Conclusions drawn were:

1) The costs and problems of adjustment of ESL students increase with age.

2) In a full time ESL program, such as that offered at a reception centre, a student reaches a level of competency in a fewer number of

months than if enrolled in a part-time program. However, the number of hoursof instruction specifically labelled ESL seems to be more in immersion, than in withdrawal.

3) The difficulties faced by non-English speaking students seem to depend in part on their parents' cultural background.

ESL/D programs are offered only in areas where there is sufficient demand. Not every board has to finance such programs, but some urban boards have to finance extensive ones. The Ministry of Education has established a weighting factor for ESL. The money thus generated is based on the numbers of teachers of ESL employed by a board, and goes into the general operating budget, not necessarily being allocated to ESL/D programs, (by many people involved in the teaching of ESL/D). This is considered, to be a step in the right direction in acknowledging that ESL instruction is an add-on cost which falls more heavily on some boards than on others.

In 1977 the Ministry of Education issued guidelines for the teaching of ESL at the Intermediate and Senior Divisions (Grades 7 to 12). Some boards had been running such programs for 15 years before the guidelines appeared. The Ministry, at the same time, made provision for up to three credits in ESL being used towards a secondary school graduation diploma. As early as 1971, the North York Board had offered a full English credit for ESL at the secondary level; other boards had followed suit, but each year permission had to be sought from the Ministry for such credits. The aims of the Ministry of Education in the ESL/D program include not only the acquisition of oral and written English, but also orientation to the community in general, and academic upgrading where necessary.

Although immigration to Canada has been affected by recent economic difficulties, and the flow of immigrants has been reduced in the last few years, many of the large boards which provide programs in ESL/D report that enrolment in ESL/D classes has not declined. For some boards, enrolment in these programs is actually increasing, in others it is levelling off. A number of reasons may account for this: 1) identification techniques are becoming more sophisticated as boards gain experience in dealing with ESL students; 2) there is a backlog of students who require extra help in upgrading their skills to reach their full potential; 3) the re-unification of families remains the top priority in the federal government's immigration policy, meaning that a larger

percentage of immigrants are, and will be, school-age children.

Figures from the Ministry of Education indicate that the five largest ESL programs in the province are all in Metropolitan Toronto. Four of these five fall under the aegis of the Metropolitan Toronto School Board. The Metro Toronto Board's formula for allocating funds for ESL is based on two variables: the student family's country of origin, and the student family's length of time in Canada. Full credit is given to a student from a non-English speaking country whose family has been in Canada for less than one year. Half a credit is allowed for that same student the following year, and after that no credit is granted.

This formula overlooks two groups of children who may require ESL/D classes: the Canadian born child of immigrant parents who may arrive at school speaking little or no English, and the child whose parents have been in Canada for longer than two years, even if that child itself may have only just arrived. In fact, some parents may already be Canadian citizens before they are joined by their children. Since immigration has declined, and ESL funds are so closely tied to immigration, the funds allocated to ESL/D by the Metro Toronto School Board have declined also. In 1975 and 1976, student totals used for generating staff were based on immigration figures from 1974 and 1975 respectively, both peak years for immigration into the Toronto area. At that time, the formula provided sufficient staff for both recently arrived students (covered by the formula) and other students in need of ESL instruction - students whose parents had been in Canada longer than two years, or native born Canadian children speaking little or no English (not covered by the formula). Since 1976 the Metro formula has not generated enough teachers to cover the needs of all these groups. Some boards use their own formula. For instance, the Toronto board gives immigrant students credit for a third year of ESL study from its own regular staff allocations. The combination of declining funds, because of declining general enrolments, and the Metro Toronto allocation formula appears to have led to many cuts in ESL/D programs in some boards under the Metropolitan Toronto School Board. In addition, the funds generated by the Ministry's weighting factor are determined by the number of teachers used by boards for ESL. Thus a vicious circle has been created in which students in need of ESL/D are the losers.

A few examples of the kind of problems encountered by some of the Metro Toronto boards may be of interest. A "New Canadian" student is now defined by the Toronto Board as "any student who may be unable to achieve academic success with the regular program because his or her language, dialect or culture is different from that of our school system." Over 10,000 students have been identified by the Toronto board as needing help in ESL/D or in educational upgrading. Often an immigrant student with an uneven educational background may be functioning 3 to 5 years behind the grade level of his peers. It is unrealistic to expect such a student to function successfully in the regular school program after only two years. This means that the Metro formula and the Toronto Board are in disagreement over the basic aims of the ESL program. The Ministry has pointed out the need for academic-upgrading programs to be offered in conjunction with ESL/D programs to those who require them. If because of the Metro formula, the staff for ESL programs continues to decrease on a yearly basis, it is apparent that the board will not be able to meet the Ministry's requirements as to the needs of immigrant students. It is estimated that from September 1975 to September 1978, 95 elementary and 24 secondary teachers were lost to the Toronto Board, due to the way ESL staff are generated. More decreases are expected in 1979. In three years, the Toronto board has lost almost 100 elementary teachers. In 1975 there were 171. The projection for 1978 is 78.

In the Borough of York, the number of ESL teachers has dropped in one year from 32 1/2 to 20, and in North York from 106 to 80. Students identified as needing ESL have remained approximately the same in numbers, but there is once again a decrease in the number of recent immigrants for whom the Metro formula provides funds. In North York, for example, the number of new immigrants declined by about one-third last year, but the ESL population has stabilized at just under 11,000 students, a figure that has remained constant for two years. This is about 13% of the total school population. In York, there were 2438 new Canadian students in the schools in September 1976, and 2233 in September 1977, a 10% decline.

Another small point to be made here is that the Metro formula provides some funding for all new immigrants no matter what the country of origin. Thus immigrants from the British Isles generated some funds, without themselves using them. Now,however, it appears that the numbers of immigrants from the

British Isles is declining more rapidly than the numbers coming from other countries, so that any "cushioning" effect of the English-speaking group, small though that effect may be, is lost.

Boards outside the Metro Toronto School Board seem to be faring better. The Toronto Separate School Board for example is still expanding. With new schools being built, teachers are being re-allocated in ESL. Declining numbers of ESL students in the Metro Separate School Board will mean that students will have the benefits of ESL instruction for a longer period of time. Formerly the newest arrivals were given priority, and many were forced into the regular program before they were ready. Now with the pressure lessening, more students may be able to stay longer in the program. Because of the fewer numbers of 'recent arrivals', the Metro S.S.B. has disbanded its ESL Department, and ESL now comes under Special Education. While a consultant in ESL/D has been retained, he now has administrative duties as well as consultative responsibilities.

One teacher in Ottawa reports that with declining numbers in the ESL programs, she has been able to keep the students for longer periods of time, and has had a chance to visit the regular classroom, to see how her ESL students are functioning.

The Teaching Climate

Institutions offering ESL do not apply any clear guidelines as to whether a potential ESL teacher should be qualified or not. Some boards do require their secondary ESL teachers to be qualified in TESL. Teachers with TESL training have no assurances that that training will be advantageous. Any trained teacher can at present teach ESL. This situation may be changed if the Ministry of Education changes Regulation 191 re ESL teacher qualifications.

The Faculty of Education at the University of Toronto finds that an option in TESL will not help a teacher find a position these days. TESL is a relatively new winter teaching option at the Faculty. In 1976/77 there were 35 students enrolled; in 1977/78 there were 60. In the summer program offered since 1976, enrolment in TESL has steadily increased. Teachers often take this program as a form of "insurance" since it is an extra Specialist's Certificate. It seems unlikely that as a teaching subject in its own right,

TESL will expand in the future, since no teaching positions seem to be available. However, there is no reason why a TESL component could not be made part of other teaching subject disciplines, such as Type B English, or Elementary Education.

Teachers already in the ESL/D field are discouraged. Policy changes by the federal government, declining enrolments and the general economic situation all have a bearing on job security for teachers, and are all factors beyond their control. Qualified ESL teachers are disappointed when programs are discontinued, because of their increased awareness of what needs to be done for ESL students in Ontario. Teachers are also discouraged by the lack of tenure, the few opportunities for advancement in the ESL field, and the fact that some ESL teachers, being the most recently hired, will be, or have been, the first to be released by boards forced to cut back. With seniority as the criterion for keeping or releasing teachers, the new, but specialized ESL teacher will be released in favour of the longer-tenured nonESL specialist. Of course, all this is true of teachers in general, not just teachers of ESL/D.

In the Draft Brief of the TESL Association, this paragraph appears:

> "Professional development for ESL teachers has a special significance at this time, as declining enrolments have forced administrators and principals to transfer classroom teachers with training in the teaching of specific subjects other than ESL to full-time ESL positions. In these situations, where pre-training in ESL is impossible, retraining through professional development sessions provides the only opportunity for a formal introduction to teaching ESL."

Despite the discouragement on the part of teachers, the Ontario TESL Association has never been stronger. There are over 900 members, and they have started making strong representations wherever they feel their interests are involved.

The Learning Climate

Programs in ESL/D are considered as a support service, not part of the regular school curriculum. In some schools the peripheral nature of ESL/D programs is borne out by the assignment of poor classroom accommodation for ESL classes, poor timetabling for staff, and a general lack of integration with the regular program of the school. In other schools, where ESL programs are given high priority, strong programs with excellent accommodation and support

services are offered. Often there is a misunderstanding on the part of school administrators, principals, even other teachers, of the basic principles of language teaching. There may be a feeling that any English-speaking person can teach English as a second language or dialect. Consequently, the ESL program in a school may be given to anyone whose timetable will accommodate it for that year. This problem will become more serious with declining general enrolments, as teachers are released or re-assigned. In such a situation, the ESL student suffers from the program's lack of continuity.

Students studying ESL/D need stability, continuity and intensive periods of instruction in small groups. At least one staff member should be aware of a student's particular problems, and be able to monitor his or her achievement over a significant period of time. In the present uncertain situation where a teacher may be assigned one quarter time to a school for one year, and not be there at all the next, it is difficult to provide the ingredients required for a successful ESL program. The lack of continuity is further aggravated of course by the transiency and mobility of the student population, and the lack of any follow-up procedures between boards, or sometimes even between schools. According to the North York board, work is in hand on the formalization of inter-board transfers of ESL students.

Due to the lack of standardized techniques from school to school and board to board in establishing what students require ESL/D programs, only the most obvious problems are being helped, and only in a board large enough to have special ESL programs. In North York, at the junior and senior kindergarten level there is a particularly high percentage of children with little or no command of English. This includes both recently-arrived immigrants and children born in Canada, but exposed largely to their parents' native language rather than English before entering the school system. In the kindergarten classes where the number of non-English speaking children exceeds the number of English-speaking children, there is less opportunity for learning from peer models, and thus the general level of English proficiency is likely to be lower, and the English language skills of the non-native speakers will take longer to develop. Many such situations exist in Metropolitan Toronto.

Even within one board, teachers respond differently to immigrant children depending on their exposure to such children. Some school staffs need to be more sensitive to the varied needs of children in ESL/D programs. There is a

tendency to confuse lack of English with lack of intelligence. Stringent screening procedures can solve this problem. Guidelines have been introduced here but are not yet mandatory.

It is well to realize that immigrant children are a tremendous resource for this province and for Canada, and they will amply repay any expenses they may cause.

Results from questionnaires sent to every board in Ontario are as follows: 88 replies were received; 16 of these were not filled out, merely signed and returned. Of the other 72 replies, 32 boards indicated that they had programs in English as a Second Language/Dialect. These 32 boards included four of the five boards with the largest programs in ESL/D.

Table I below indicates the grades at which ESL is taught in the 32 boards which supplied this information.

TABLE ESL I

	Kinder-garten	Primary 1-3	Junior 4-6	Inter. 7-10	Senior 11-13
No. of Boards	12	20	22	25	10

Table II below shows the kinds of programs offered by these boards.

TABLE ESL II

	ELEMENTARY			SECONDARY		
	With-drawal	Immer-sion	Trans-* ition	With-drawal	Immer-sion	Trans-* ition
Number of Boards	19	16	9	11	7	7

*With bilingual teacher.

In a question asking about the ratio of non-English speaking children to English-speaking children enrolled in Schools, the 43 boards which answered

responded in the following percentages.

TABLE ESL III

	Increasing	Stable	Decreasing
Past three years	15.3%	67.8%	16.9%
Next five years	14.1%	63.2%	22.8%

TABLE ESL IV

Sixteen boards provided figures or estimates for enrolment in ESL/D classes at the elementary level, and seven boards provided them at the secondary level, for the period from 1975 to 1983. Total enrolment in ESL/D as indicated by these boards is given in the following table:

	Elementary 16 boards	Secondary 7 boards
1975-76	15,511	1,700
1976-77	15,736	1,860
1977-78	16,016	2,482
1978-79	14,669	2,278
1979-80	14,057	2,141
1980-81	13,677	2,016
1981-82	13,357	1,958
1982-83	13,060	1,922

TABLE ESL V

Ten boards provided figures or estimates for the number of full time teachers of ESL/D, for the period from 1975-1983. The following table shows the totals.

NUMBER OF FULL-TIME TEACHERS OF ESL/D		
	Elementary (10 boards)	Secondary (6 boards)
1975-76	588	46
1976-77	585	52
1977-78	563	57
1978-79	527	55
1979-80	616	56
1980-81	512	54
1981-82	504	55
1982-83	497	57

Effects of Declining Enrolments

Declining enrolments will jeopardize the existence of ESL/D programs in some schools, both at the elementary and at the secondary level. Once an elementary school has only five or six teachers, a principal no longer has the flexibility to create or maintain a strong ESL program. At the secondary level, schools who may not want to lose students to an ESL/D program in another school may reclassify such students as Special Education students, or remedial reading students, or even as "slow" students. For the same reason, remedial upgrading classes in a regional centre may become difficult to create or maintain.

Declining enrolments and the Metropolitan Toronto allocation formula seem to make a bad combination. Declining enrolments alone would mean fewer teachers would handle fewer students, but the Metro formula takes no notice of "need," simply length of residence in Canada.

Some boards report that declining immigration has led to an increase in language development classes. This means more services for students who need help in reading and writing. To help these students, better evaluation and identification techniques will have to be devised. The Metropolitan Toronto

TABLE ESL VI

THE EFFECTS OF DECLINING ENROLMENTS ON ESL PROGRAMS
(Figures represent percentages of boards which replied)

	No. of students identified for ESL classes		No. of teachers for ESL classes		Amount of funding available for ESL	
	Last 3 yrs.	Next 5 yrs.	Last 3 yrs.	Next 5 yrs.	Last 3 yrs.	Next 5 yrs.
Little or no influence	58%	42.9%	47.9%	31.9%	40.4%	30.5%
Moderate influence	8%	16.3%	8.3%	14.9%	8.5%	13.0%
Major influence	2%	6.1%	2.1%	10.6%	6.4%	10.9%

Not all boards which replied made an estimate of such effects in all the above cases. It would appear that the majority of boards responding to this question do not feel declining enrolments will have severe effects on these particular aspects of their ESL programs.

Separate School Board reports that the Ministry has given them the opportunity to assess ESL testing procedures this summer. The Metro Board is searching for the least culturally-biased intelligence tests so that language ability is not equated with intelligence. The same board also states that it will be initiating in-service sessions for language development teachers, where techniques for better language development methodology will be presented (as well as reading and writing strategies) while still incorporating listening and speaking aspects of language learning.

Increases in the numbers of split grades in a school present new problems, as the regular classroom teachers are asked to give extra help in ESL.

ESL/D programs appear to be operating now with close to minimum service. Programs with small numbers of students are always easier to cut out than others. Because in difficult economic times, ESL/D is seen as an "extra," it appears to be an easy way for an administration to effect cutbacks.

Possible Advantages of Declining Enrolments in ESL/D

The advantages of declining enrolment are difficult to see in the field of English as a Second Language/Dialect. Most people interviewed felt strongly that declining enrolments will mean declining willingness of boards to pay for programs, leading to declining numbers of teachers, so that it seems unlikely there will be any chance of creating a lower pupil-teacher ratio, or keeping students longer, or allowing for better monitoring procedures for each student, once he or she moves into the regular program.

Fewer numbers of children with difficulty in speaking ESL might mean that more children with difficulties in reading or writing could be helped. Some boards indicate that this is already happening.

Given sufficient funds, teachers now on staff could be released to take language development courses during the school year.

ESL methods are useful to teachers of other subject areas when they are faced with a new variety of technical English - e.g. scientific or historical concepts - to express to a class. With the Ministry's mandatory courses in History and Geography at the Grade 9 and 10 level, many students will now be involved in these courses before they have a sufficient command of the language to cope with a regular course.

Declining enrolments will create more free space in the schools. This could be used advantageously for better accommodation for ESL/D programs, or for academic upgrading programs.

Declining enrolment could be a strong lever for making the teaching profession more competent. It would be an excellent vehicle for bringing this about, if seniority were not the only criterion by which teachers were retained.

Preferred Solutions

1. Mandatory certification for teachers of ESL/D programs would mean that an ESL program is no longer assigned at random to any staff member free to take it on. Since it would also mean the dual qualification of most ESL teachers, it would be a way of integrating such teachers more closely into the school curriculum.

2. An information-gathering project is considered a first priority by Dr. Patrick Allen of OISE. This would help to establish a collection of source material and would co-ordinate efforts at establishing a methodology and programs for ESL/D across the province.

3. A research project into the cost-effectiveness of various ways of teaching ESL should be undertaken. Monitoring procedures should be standardized and used. The lack of factual information about ESL/D program effectiveness and the inadequacy of useful research into ESL/D programs hold grave implications for the efficacy and usefulness of such programs across the province.

4. The Metropolitan Toronto School Board allocation formula should be changed to include all three groups of students in need of ESL/D. But changing the Metro formula, in a sense, would mean simply cutting the same pie into smaller pieces. What is needed is funding from other sources (federal and provincial) to help local boards pay for large numbers of immigrant students. Such funding should support students for at least three years, should include native born Canadians who enter school with little or no command of English, and should include booster programs for up to five years for those who require them.

5. If an ESL/D program is going to ensure that an individual student can successfully integrate at his or her full potential into the school system and use the English language for purposes of learning and communicating, then

Boards should be permitted to allocate as many teachers to the program as they feel are necessary to ensure that these aims are met. Some large boards are able to provide such teachers over and above the Metro staff allocation, but such extra costs cannot be, or will not be, met by some boards.

Annex 1

Some facts about Canada's immigration patterns. (From an address by Martin O'Connell, M.P., Wednesday, April 5, 1978, furnished by the Scarborough Board of Education.)

1. Between 500,000 and 600,000 potential immigrants per year apply.

2. Number of new immigrants 1973-77
   1973-184,000
   1974-218,000
   1975-188,000
   1976-149,000
   1977-120,000

3. Breakdown - area of origin:
   1967-85% Europe
   15% Other parts of the world
   1976-33% Europe
   33% North and South America
   33% Africa (incl. West Indies)

4. Countries of origin in order of numbers, 1976:
   -United Kingdom (Often W. Indian origin)
   -United States
   -Hong Kong
   -Jamaica
   -Philippines
   -India
   -Lebanon
   -Portugal
   -Italy, France, Korea

5. New immigration bill will have as priorities:

   a) Sponsored (immediate family reunification)
   b) Assisted (extended family)
   c) Refugee
   d) Independent

6. Statistics Canada estimates that given the present birth rate, Canada needs a minimum of 100,000 immigrants per year, just to keep a modest population growth and achieve a population by 2050 of thirty million.

It is obvious that many students now enter from third world countries

with widely divergent educational experiences and backgrounds.

Since reunification of families remains the government's top priority, this trend can be expected to continue. Predictably, a larger percentage of immigrants to Canada will, in fact, be school-age children.

FRENCH AS A SECOND LANGUAGE (FSL)

French has been taught as a second language in the schools of Ontario since 1854. French was taught, like Latin, with the emphasis on grammar and analysis. In 1876, an effort was made to impose some uniform standards on the schools of the province. The Matriculation examinations of the University of Toronto were adopted as the standards for French as for other subjects. Eventually this set of tests was taken over by the Provincial Department of Education, and continued, as the Departmental examinations, to fulfill their original function as the entrance requirements for Ontario universities up to 1967, at which time they were abolished. For a span of over 90 years, these examinations, in the case of languages, had the effect of maintaining content and methodology in a mold that changed very little over the years. The emphasis was on grammar, translation, and written communication. It was not until 1953 that any form of oral testing was incorporated into the examination. In 1967, the last year of the Departmental examinations, a testing kit for oral interviews was issued to Grade 13 teachers.

By 1960, impatience with the results of language-teaching in our schools became apparent. The value of spoken French increased as travel and television created the need for communication. The secondary school curriculum stressed primarily the written skills of language acquisition. Parents began to demand oral French at the elementary level.

During the decade of the 1960's, the abolition of the language requirement for entrance into university, and the introduction of the credit system in the secondary schools led to a rapid decline in the numbers of students enrolled in secondary school French, and in other languages as well. At the same time, the demand for oral French in the elementary schools increased. In a space of 5 or 6 years, almost every board in the province introduced French somewhere before Grade 8. The annual report of the Ministry of Education for 1961 makes no mention of French as a second language in English-speaking elementary schools, but the following year's report (1962) indicates that 94 boards had such programs. Ten years later, in 1972, the report showed 575,645 English-speaking pupils enrolled in some form of French language program. Thus French was introduced at any level from kindergarten upwards, and a wide variety of new materials and methods were developed and used. There was no

agreement on the optimal age for beginning the study of French. As a result, neighbouring boards might have widely differing policies.

There are still no Ministry guidelines available for the teaching of French below the Grade 7 level. The Ministry of Education is currently working on integrated guidelines for the regular French programs from Kindergarten to Grade 13.

In the rush to institute French in the elementary schools, the secondary schools were not closely involved. However, as the "new generation" of elementary students reached secondary school level (having studied two or more years of French already), new programs and methods had to be devised to teach them. The situation at this level is still a very uneven one. Students arrive at a secondary school with widely varying backgrounds in French as a second language, and the secondary school program sometimes chooses to start again practically from the beginning, to fit in the varying levels of knowledge. This lack of close articulation between the elementary and secondary panels may be one of the factors leading to the decline in the numbers of students studying secondary school French.

Thus the 1960's was a period of great pressure and change in French language programs in the schools of Ontario. Expansion at one level, decline at another level, new emphases on speaking and understanding, rather than reading and writing, new methodologies and programs, change followed change at a bewildering pace.

In addition, Canada became an officially bilingual country, and the Commissioner of Official Languages was appointed by the Federal government to guarantee the just application of federal language policy. Although the Federal government is constitutionally prevented from directly funding the provincial educational systems, special Federal Incentive Grants were awarded to the provinces to encourage the learning of French. These grants were not large enough to permit boards to run FSL programs without spending additional amounts of money, but Ontario devised its own grant scheme, using federal money and some provincial funding, to encourage boards to increase their FSL programs.

In 1973 two events occurred which had far-reaching effects on the teaching and learning of French as a second language in Ontario. The first of

these was the establishment, by the Minister of Education, of the Ministerial Committee on the Teaching of French, otherwise known as the Gillin Committee. The purpose of this committee was to develop improved curriculum and techniques for teaching French to English-speaking students of Ontario. The committee's report was tabled in 1974, and contained a wide-ranging set of recommendations affecting all aspects of teaching French as a second language.

The Gillin report felt that there had been for a long time widespread misunderstanding of the aims of the French program. It felt it was important to define realistic objectives for several different programs of teaching and learning French. To this end, the Committee described three levels of proficiency in French which it felt were the reasonable final objectives of three different school programs. These three programs are defined as follows:

1. The term Regular, or Core, program designates the common present pattern, that is instruction in French as a second language per se.

2. The term Extended program designates one in which there are two components: a program in French as a second language, plus a subject or subjects taught in French.

3. The term Immersion program designates one in which 70% or more of the total instructional time is in French in the first year of the program, regardless of the grade level at which French is introduced. This time allotment may be altered in subsequent years of the program.

The second event in 1973 of importance to French language programs was the provision by the Department of the Secretary of State to the Province of Ontario of a grant of more than two million dollars a year for a two-year period. The purpose of this grant was to experiment with forms of teaching French in the anglophone schools of the Ottawa-Carleton area. Consequently the four boards of the National Capital Region, which had already devised a number of experimental programs, were enabled to carry out extensive experiments in various methods of teaching French as a second language.

The Ministry of Education, through contractual research which it supervised and paid for, carried out extensive and thorough research into the experimental programs of the boards in the Ottawa-Carleton area. Some of the useful documents published include:

1. Three Approaches to Teaching French (Stern et al., 1976). This is an evaluation of three research projects on the teaching of French.

2. Alternative School Programs for French Language Learning (Halpern, McNab et al., 1976). This is a study into the costs and effectiveness of variations of French language learning objectives and programs. Findings include: 1) Providing 40 minutes per day of basic French in the early grades results in more learning of French than does 20 minutes per day. 2) Smaller classes at the high school level did not produce more learning or different teaching styles than did larger classes. 3) Financial costs of school programs were shown to be largely the result of class size, teacher planning and preparation time, and the school support system. Staffing policies, not program content, determine dollar costs. 4) Expansion of the French program threatens the job security of teachers who do not teach French, and this threat to teacher morale may be one of the social costs of the rapid introduction of the programs.

3. The Student Program Costing Model (McNab and Halpern), 1974). This is part of the research done for the "French Project," by Halpern and Kirby. The costing model was created to enable the determination and comparison of the school costs of existing programs, and to permit planners to determine in advance the school cost of implementing other student programs.

In 1977, a research study entitled The Costs of Providing Instruction in French to Students Studying French as a Second Language was published by the Ministry of Education. The principal investigator for this study was H.R. Partlow. During a twelve-month period from February 1976 to February 1977, the costs of French programs in seven different school systems in Ontario were studied. The programs surveyed were all within the elementary school grade range from kindergarten to grade eight. The boards involved were the Borough of North York, the Ottawa Roman Catholic Separate School Board, the Peel County Board, the Lakehead Board, the Northumberland and Newcastle Board, the Elgin County Board, and the City of Toronto Board. These boards range from large, completely urban systems to smaller systems comprised of both rural and urban communities. Briefly, the report finds that:

1. Annual extra cost per student for French instruction ranges from $39 for a 40 minute per week regular program in a rotary timetable, to $1,790 total

cost per student for a 1500 minute per week immersion program.

2. The subjects of language arts (or English) and social studies (including history and geography) experience the greatest reductions in time to accommodate the introduction of French instruction. The costs per hour of several types of programs were isolated, but there was no attempt to answer the question, "Which type of program is most economical (or most expensive) when compared on some common base?" The aims of each type of program are so varied that administrators will have to choose the programs best suited to their needs.

As a result of the recommendations of the Gillin Committee, and the research into the programs of the boards of the National Capital Region, the Ministry of Education has introduced a number of changes into the administration and funding of French as a second language. In April of 1977, the Minister of Education announced a "new program for teaching French as a second language." In the Minister's own words, the new program is "designed to encourage school boards, by means of significant and identifiable grants and other incentives, to increase the availability and depth of programs in French for pupils in elementary and secondary schools." A booklet entitled Teaching and Learning French as a Second Language - a new program for Ontario Students sets out the requirements for the new program.

The booklet states, "In recent years, the teaching of French in Ontario has been increasing to an extent that surprises many people. For example, just about half of our elementary school children are now taking French in their curriculum; virtually all Ontario school boards now offer some type of program in French for pupils in their elementary schools. In secondary schools, the percentage of total enrolment is smaller, but the numbers are nonetheless large: 211,000 secondary school students are receiving French instruction."

The new funding system for French is now administered according to a formula based on the students' accumulated hours of French. This is felt to be the fairest way to apply the extra grants in the many different contexts in which French is taught throughout the province. The new plan recognizes Core, Extended and Immersion Programs as all being valid approaches to the teaching of French as a second language, according to the objectives which are established by school boards. The new funding plan will act as an incentive for the improvement and expansion of French programs across the province.

For a minimal program of twenty minutes a day from Grade 4 to Grade 8, and forty minutes a day from Grades 9 through 13, funding remains virtually unchanged. However, if a core program is increased to forty minutes a day from Grades 4 to 8, and continues through from Grades 9 to 13, total funding more than doubles. In other words, as the accumulated hours of French instruction increase, so does the amount of money granted to boards.

In announcing this new program, the Minister of Education made two further comments which are of interest: "First, where a school board offers a Core program in French at the elementary school level, it should include all pupils enrolled in the grade or grades involved, rather than a select group of such pupils. In other words, where Core programs are offered, they will continue to be considered an integral part of the curriculum and consequently not optional for individual pupils. Second, it is our strong and sincere desire and expectation that every school board in the Province will offer optional French Immersion Programs for those students wishing to strive for high levels of fluency in French."

An interesting additional grant is specified in this new program. As a result of declining enrolments, many schools may have empty classrooms. "An integral part of this overall plan is the availability of additional special grants in the amount of $1,000 each to transform vacant classrooms in elementary schools into French learning centres for all types of programs....

"At present, French is frequently taught to elementary school children by travelling teachers who move from school to school and from classroom to classroom. In a given school, if the teacher must move from room to room, instructional effectiveness is often severely hampered.

"Through the new $1,000 grants, school boards will be able to provide a 'home base' for teachers of French in those schools where empty classrooms exist. The funds are intended for the purchase of equipment and supplies to transform such rooms into centres where French is lived as well as learned."

Three Types of Programs

The Core or Regular French Program. Ministry of Education policies require that French be taught by trained certified teachers of French as a second language so that the core, or basic program of twenty minutes a day in the elementary

schools is taught by a French teacher who is an "overlay cost." The twenty minutes a day is used by the regular classroom teacher as a planning period. Therefore, the cost of the French teacher pays not only for his/her special French skills, but also pays for planning time for the regular classroom teacher. However, if the core program is increased to forty minutes a day, the cost of planning time for the classroom teacher becomes prohibitive. In a draft working paper for The French Project, McNab states, "In a rotary system, these (costing) problems do not arise. The French core program at a school on rotary merely takes up a period in the class program and adds no additional overall cost. Because rotary systems are most common at Grade 6 and above, it would follow that offering instruction time at this level is less expensive than offering it at earlier grades...Of course, this will not preclude an earlier beginning for language instruction, since the total program must allow students to reach the desired level of proficiency before they drop the subject."

In the seven boards studied by Partlow in The Costs of Providing French Instruction to Students, the twenty or thirty minutes a day programs were found to be the most common time allotments for regular French programs.

Partlow's study also found that the average cost of French instruction taught by itinerant teachers is higher than that of French taught by integrated teachers, but itinerant teachers are generally preferred for small time blocks and enrolments..."The itinerant teacher type of staffing for French instruction was found to be almost completely an add-on cost in most school...systems studied." The difficulty of efficient scheduling, and travel expenses and time for itinerant teachers are the two most significant items contributing to the higher costs for this type of staffing.

Extended Programs. Of the various types of programs considered, extended programs are probably the most experimental. Research has been limited to the Ottawa area, and the results are tentative.

With extended programs, the teacher becomes a part of the regular school staff. This has many advantages. There is a certain marginality about French, which is increased by its being regarded as part of another culture. Staff and students alike see an itinerant teacher as someone who comes in from "outside." If French can be considered as part of a whole curriculum, rather than as

some kind of an extra, attitudes can be improved. An integrated teacher in an extended program encourages a positive approach to French as part of the whole curriculum.

The research done to date on extended French is intended to identify one or more program variations: grade level at which variation is started, the pattern of grade levels spanned, the subject taught (in French) at each grade level. The limited evidence gathered to date suggests that extended French is a promising approach to partial bilingualism.

Immersion. The bilingual education experiment that began in 1965 in St. Lambert, near Montreal, has spread rapidly throughout Canada, and especially Ontario. The following descriptive paragraphs are taken from a summary of "Alternative School Programs for French Language Learning" (Halpern, McNab et al., 1975).

"At present, it is assumed that only some form of an immersion program is capable of achieving full bilingualism when the teaching program is located in school. The term "immersion program" is a label applied to a home-school language switch where the English-speaking child from an anglophone home environment is placed in a French language classroom of an anglophone school system. Typically the initial years of an immersion program are conducted totally or predominantly in the French language. In succeeding years, increasing proportions of the school day are taught in English.

"A major source of variation for immersion programs is the stage of schooling at which the immersion program is begun. An immersion program may begin in the primary, junior, intermediate, or senior phases of schooling. In addition....variations of immersion may also differ in terms of the percentage of the school day taught in French at each grade level, the subjects taught in English once English language teaching is introduced, and the pedagogical styles employed.

"Based on all the evidence available...some tentative conclusions may be formed. With respect to school learning in subjects other than in French, students in the initial years of any of the immersion variations are likely to show some losses (English language arts, mathematics). But in all variations we either have direct evidence from the present research or evidence from the

research of others to suggest that these initial deficits are fully recovered with continued progress in an immersion program. The research evidence leads to the conclusion that all of the variations of immersion are very promising in terms of student performance on the tests used to measure English language arts, social studies and mathematics. In addition, and based on less reliable information, our research did not find (for primary entry immersion, at least) evidence that the emotional well being of young children was disturbed by their experience in immersion programs."

In studies of differences caused by immersion, it was found that the removal of children from the regular program did not affect class size there. In a school with a total population of less than 200, there is a tendency to smaller average class size than in a larger school. However, this effect does not seem to be amplified by sending children off to French immersion classes except when the numbers leaving the small school represent more than 25% of the total possible school population. In schools having more than 200 students, the percentage attending immersion does not appear to affect class size at all.

Guidelines for immersion French programs have not yet been developed by the Ministry of Education. However, the Ministry is preparing for dissemination throughout the province French immersion materials developed in the Ottawa/Carleton boards and elsewhere. Materials are included for full and partial early immersion programs from Kindergarten to Grade 3, and for late immersion programs beginning in Grade 6 or Grade 7.

ENGLISH-SPEAKING ELEMENTARY SCHOOL PUPILS ENROLLED IN FRENCH AS A SECOND LANGUAGE COURSES, AND PERCENTAGES THEY FORM OF ELEMENTARY GRADE TOTALS

	Kinder-garten	%	Pri-mary	%	Junior	%	Interm. (7 & 8)	%	Interm. (9 & 10) (R.C.S.S. boards)	%	Other (Spec. Ed.)	%
1971	7,202	4.8	87,524	17.4	192,417	40.6	266,648	86.2			4,309	13.9
1972	7,574	4.8	84,527	18.8	207,649	43.9	275,895	89.0			5,001	15.3
1973	8,502	6.9	82,924	19.7	216,300	45.9	277,593	88.9				
1974	11,684	6.9	82,750	20.1	222,826	46.9	278,194	86.7				
1975	14,051	8.0	93,163	23.5	238,299	54.1	298,929	87.4			6,265	18.8
1976	14,395	9.0	102,925	25.6	229,701	58.8	278,964	95.0	19,135	66.5	7,268	22.0
(Provisional)												
1977	16,724	14.3	122,462	32.3	233,986	63.5	277,722	97.2	19,405	65.5	8,835	25.9

TABLE FSL I

TABLE FSL II

NUMBER OF STUDENTS ENROLLED IN CORE (REGULAR), EXTENDED AND IMMERSION PROGRAMS FOR 1973, 1974, 1975, 1976 Elementary					
	CORE			EXTENDED	IMMERSION
	20-39 min.	40-59 min.	Total		
1973	458,449	29,452	487,901	9,019	5,198
1974	566,881	28,100	594,981	10,783	7,378
1975	590,656	31,601	622,257	12,757	11,210
1976	585,003	32,226	617,229	15,421	12,363

TABLE FSL III

PROJECTED ENROLMENTS IN ELEMENTARY FRENCH - 1982			
Grade	Total Enrolment	Regular French	Extended and Immersion French
K	167,000	42,585	8,350
1	132,000	39,600	10,560
2	125,000	50,000	11,250
3	123,000	83,640	12,300
4	122,000	89,060	13,420
5	122,000	95,160	15,860
6	127,000	107,950	19,050
7	132,000	112,200	19,800
8	123,000	104,550	18,450
9*	14,000	12,000	2,000
10*	13,000	11,500	1,000
	1,200,000	748,245	132,540

*Separate Schools

ENGLISH-SPEAKING SECONDARY SCHOOL PUPILS ENROLLED IN FRENCH AS A SECOND LANGUAGE COURSES AND PERCENTAGES THEY FORM OF SECONDARY GRADE TOTALS

	Year 1	%	Year 2	%	Year 3	%	Year 4	%	Year 5	%
1971	78,479	49.8	61,311	43.2	45,967	37.7	36,416	35.8	20,962	40.5
1972	73,828	45.3	54,379	37.9	41,266	32.9	31,102	30.9	17,612	34.7
1973			121,894*	39.4			64,653**	28.6	16,182	32.3
1974	68,338	42.2	50,197	34.5	35,628	27.9	24,875	24.0	13,402	26.2
1975	71,979	44.2	50,301	34.0	36,328	27.6	24,311	22.5	12,315	22.7
1976	72,060	46.1	52,931	37.6	36,954	28.8	24,931	23.6	12,492	23.3
(Provisional)										
1977	71,037	47.1	53,652	38.2	38,990	30.5	25,419	23.5	11,855	22.7

* Includes Year 1 and Year 2
** Includes Year 3 and Year 4

TABLE FSL IV

Class Size

Class size is usually considered to be an important determinant of educational quality. Small classes are equated with improved teacher morale and more individual attention for students. But from the point of view of school boards, class size is an important determinant of high dollar costs.

In research carried out for The French Project, McNab and Halpern found that "Cost differences for student programs were found to hinge on two elements - class size and planning time. These are directly related to teaching staff costs, and it is the costs of staff rather than the costs of student programs that determine educational costs."

In a draft working paper for this research project, entitled Class Size: Does it Make a Difference? A Survey of the Literature, Teena Handelman found that in 45 different studies and 12 literature reviews, there is no clear cut answer to this question. "There has been little research reported on the effects of class size on achievement, classroom procedures or attitudes in relation to second language learning." There is some feeling among educators that teachers do not alter their pedagogical methods in dealing with different class sizes; that is, they teach in the same way whether the class is small or large. This draft paper goes on to say that class size should become more flexible to fit particular situations, and teachers should be helped to adjust to teaching small and large classes.

Teachers in largely oral French programs in the elementary schools do feel that for the most part large classes prevent their students from practicing oral work. In a smaller class, the individual student has more time for speaking, and the teacher more time for listening.

Some school boards made significant moves in the last decade to limit secondary school French classes to 25 students. This step corresponds with the articulation of secondary school programs with the new elementary ones, and the resulting increase in oral/aural work. Although no formal research was done on this policy, both teachers and supervisory officials have reacted favourably to it.

The Teaching Climate

In the study entitled Alternative School Programs for French Language Learning, a chapter is devoted to "A View from the Classroom." "It is clear

from the responses that teachers feel the increased emphasis on French is a threat to their jobs. These threats are primarily due to the immersion programs, which have greatly reduced the number of students in the English programs at some schools."

In addition to whatever hostility may be engendered by unilingual teachers' perception of such a threat, the teaching of French in the schools is vulnerable to hostility engendered by outside events, such as the passage of Bill 101 in Quebec. Financial resources have become available for French that are not available for other subjects. Partlow's study found that "considerably more time is provided for planning and preparation for teachers of French programs than for teachers of other academic subjects." This does not seem to take into account the fact that the French teacher in a core program frees the regular classroom teacher for planning and preparation time, nor does it seem to allow for travelling time for itinerant teachers. As boards tighten up on the pupil-teacher ratio due to budget restrictions and declining enrolments, spare time for planning becomes less available. The extra time which appears to be allotted to French teachers for planning may create some resentment among other teachers.

Along with all these difficulties goes the fact that the Ministry of Education's determination to expand and improve the French program coincides wit- declining enrolment, and teacher redundancy in other fields. In addition, a Memorandum, issued in May 1977 to Directors of Education and School Principals across the province specifies the professional qualifications of teachers of French in English-language elementary schools as of September 1978. At that time a teacher who is assigned to teach French as a second language or who is placed in charge of a program of French as a second language shall hold a certificate as a Teacher of French to English-speaking Pupils at the elementar- or secondary level. Qualified teachers who do not meet the necessary requirements, but who were teaching French to English-speaking pupils as of May 1977 continue to be qualified to do so provided that they remain in that position with their present school board.

The Ministry of Education does not feel that there will be a large-scale displacement of unilingual anglophone teachers, due to the expansion of French programs. According to Teaching and Learning French as a Second Language,

"...it should be realized that, while many school boards will begin the expansion of their French programs even in the 1977-78 school year, the major impact will emerge gradually over the next several years. Normal attrition, combined with careful advance planning on the part of school boards, will alone be enough to keep displacement problems to a minimum. In addition, the possibility of attendance at short French immersion courses will in some cases be enough to upgrade French facility to permit teachers to switch into core Frenc programs where this is desired."

The same booklet also makes the following points. "As the emphasis on French instruction increases across Ontario over the next few years and beyond, the demand for competent teachers will increase...The new increased focus on French programs will itself be a factor in attracting even more candidates into teacher training programs for French as a second language. In addition, there are today in Ontario large numbers of teachers who are qualified and able to teach French, but who have opted to teach other subjects. It is anticipated that a significant number of such teachers will be attracted back to French because of the increased emphasis on French, and the improved working conditions that can be expected to develop." The new plan is instituting seven specific steps to increase the supply of competent teachers of French, including summer courses, a new French immersion centre, financial support in the form of travel expenses and tuition fees for persons attending the immersion centre, new courses for immersion teachers-in-training, etc.

Some boards are not so sanguine as the Ministry of Education. One urban board has calculated that a classroom teacher interested in obtaining qualifications in this field, and who perhaps completed Grade 13 French several years ago, would probably require an additional 400 to 600 hours of language training in order to achieve an acceptable level of proficiency in French. Boards may offer their own programs for teachers to improve their French qualifications.

Of course, the number of students enrolled in French programs will reflect the general decline in enrolment, and some teachers currently teaching French at both the elementary and junior high levels will become redundant too. There would thus be a certain number of qualified and experienced teachers of French available for expanded programs.

One urban board that has started an immersion program within the last two

years, has reported that for 1977-78, two immersion teachers had to be found within the board, since the board had decided to hire no new teachers. This was achieved with some difficulty, but it is unlikely that in future it will be possible to find the immersion teachers necessary for further expansion of the program. If no one is found within the board who is qualified to teach such a program, then either the board must hire someone new, thus jeopardizing a non-French teacher's position, or else not expand the program.

There are two possibilities here. First, boards could except French (and perhaps Special Education, which has a very similar problem) from their policy of not hiring new teachers. Secondly, board and teachers federations could work together to purge the teaching profession of its weaker members, and use the resulting vacant places to meet such needs as French with new, young, fluent and well-trained teachers.

As teachers attempt to retrain themselves through new courses and through immersion techniques, it is essential to guard against a "watering down" of standards in the teaching of French. There is a danger that in small schools with serious staff reductions, regular teachers may take over the second language programs without being fluent in French. In-service training will be of the utmost importance.

In an attempt to discover the effects of declining enrolments and the Ministry's new emphasis on French language programs on the training of new teachers, this researcher sent a questionnaire to seven teacher-education facilities across Ontario. Five replies were received. The questions asked were: In what ways has declining enrolment in Ontario schools already affected your teacher education program in French; What do you foresee as possible future effects of declining enrolment in the same area; In what ways could the effects of declining enrolment be used advantageously in language programs?

Four of the five reported a marked increase in the numbers of candidates seeking admission into the French language program. This is because jobs are still available in this field. In fact, the Dean of one Faculty of Education sent out a letter to all applicants last fall (1977) stating that 100% of the previous year's French option students had been hired, and urging anyone with the qualifications to take this option. As a result, out of a total enrolment

at the Faculty of 200 students, 48 are enrolled in French. As a corollary to this, some of these candidates lack the required proficiency in oral French, and some extra remedial work has had to be organized, something largely unnecessary previously when candidates had other options that offered employment opportunities.

Possible future effects of declining enrolment were seen as higher standards of admission into Colleges and faculties of education, and eventually a more highly qualified group of graduates. Thus, in the long run, a general upgrading of the quality of teaching French as a second language should become apparent. This would also lead to a more select group of associate teachers to participate in the practical experiences of student teachers. Another effect listed was that more students would switch from the secondary level teachers' courses to courses leading to certification as elementary French teachers. The city in which one Faculty of Education is located (London) is expanding its French program in Grades 6, 7 and 8 over the next three years, and unless presently employed teachers can be "recycled," this Faculty feels that many new teachers will be needed. A growing field is that of teacher-training for Immersion French. No decline in the demand for this is foreseeable in the immediate future, provided that there is no backlash stemming from government policy or from political events in Quebec.

Some advantages to the effects of declining enrolments in language training programs included higher standards for candidates entering teacher-training institutions, with the attendant long-range effects, and once admission is granted, higher standards of performance for those candidates who do enter the program. Faculties of Education could devote more time and effort in mounting courses, both credit and non-credit, for in-service training. Refresher courses which would help keep teachers up-to-date could be offered on a short term basis. Graduate programs in the teaching field could be expanded using present staff as personnel.

Questionnaires were sent to every board in the province. 88 boards returned the questionnaires in time for them to be coded and the replies computerized. Of the 88 replies received, 16 of them were not completed, merely signed and returned. It is estimated that the 88 boards which returned the questionnaire represent about 40.2% of the elementary enrolment, and 47.4% of

the secondary enrolment for 1976, and 47.8% and 39.9% of the elementary and secondary enrolments respectively for 1981. It should therefore be borne in mind that the following tables represent in all cases less than 50% of Ontario students, and some cases as little as 40%.

Forty-nine boards provided figures or estimates for enrolments in core FSL programs at the elementary level, and between 24 and 30 boards provided some for secondary level FSL programs, for the years 1975-1883. Total enrolments, as indicated by these boards, are shown in Table V.

TABLE FSL V

NUMBER OF STUDENTS ENROLLED IN CORE FSL PROGRAMS		
	Elementary (47 - 49 boards)	Secondary (24 - 30 boards)
1975-76	207,922 (49)	48,038 (28)
1976-77	213,671 "	53,819 (29)
1977-78	217,725 "	67,709 (30)
1978-79	222,325 (47)	54,510 (29)
1979-80	221,864 "	48,095 (28)
1980-81	217,526 "	45,055 (25)
1981-82	216,135 "	41,333 (25)
1982-83	215,135 "	32,087 (24)

Sixteen boards indicated that they had or will have immersion programs in French at the elementary level. The figures provided are given in the following table, with the number of boards which provided them given in brackets.

TABLE FSL VI

NUMBER OF STUDENTS ENROLLED IN IMMERSION FRENCH PROGRAMS		
1975-76	2,159	(6 boards)
1976-77	2,618	(8 boards)
1977-78	3,611	(12 boards)
1978-79	4,563	(15 boards)
1979-80	5,544	(15 boards)
1980-81	5,984	(15 boards)
1981-82	6,422	(15 boards)
1982-83	6,867	(14 boards)

Only three boards indicated secondary immersion programs for the future, with a maximum of 638 students by 1982.

Fifteen boards in all said that they had extended programs in French available, thirteen at the elementary level, and five at the secondary level. Table VII shows the total enrolments in these programs as indicated by the boards which replied to this question, with the number of boards providing the figures in brackets.

TABLE FSL VII

NUMBER OF STUDENTS ENROLLED IN EXTENDED FRENCH PROGRAMS		
	Elementary	Secondary
1975-76	3,394 (3)	250 (1)
1976-77	4,876 (3)	255 (1)
1977-78	8,060 (6)	392 (3)
1978-79	11,102 (10)	315 (3)
1979-80	13,616 (11)	470 (4)
1980-81	15,628 (13)	680 (4)
1981-82	16,056 (12)	770 (4)
1982-83	16,215 (12)	910 (4)

Boards were asked to estimate the effects of the Ministry's new funding on various aspects of their FSL programs. Sixty-three boards did so. One board stated that the question was not applicable. Table VIII shows how the other responded, the figures representing the percentages in which the boards answered.

TABLE FSL VIII

EFFECTS OF NEW FUNDING ON FSL PROGRAMS						
	Increase in number of years in core sequence		Increase in number of extended programs		Increase in number of immersion programs	
	YES	NO	YES	NO	YES	NO
1978-79	36.5%	61.9%	25.4%	71.2%	24.6%	72.1%
1979-83	36.2%	62.1%	39.3%	57.1%	25.0%	71.4%

Boards were asked to estimate the effects that declining enrolments have had or will have on certain FSL programs. Numbers given are the percentages stating these effects on such programs.

TABLE FSL IX

	Elementary Core		Secondary Core	
	Last 3 yrs.	Next 5 yrs.	Last 3 yrs.	Next 5 yrs.
Little or no influence	73%	52.5%	62.7%	36.7%
Moderate influence	15.9%	27.1%	13.7%	24.5%
Major influence	3.2%	13.6%	5.9%	20.4%

	Extended programs		Immersion programs	
	Last 3 yrs.	Next 5 yrs.	Last 3 yrs.	Next 5 yrs.
Little or no influence	30.3%	23.3%	44%	31.2%
Moderate influence	2.3%	7%	6%	18.8%
Major influence	4.6%	16.3%	4%	6.3%

Boards were asked to indicate or estimate the numbers of full and part-time elementary FSL teachers they had or expected to have. The table on the next page gives the totals as indicated by the boards which answered this question, with the number of boards providing information given in brackets.

TABLE FSL X

	Full-time FSL teachers (46 boards)	Part-time FSL teachers (23 boards)	Itinerant FSL teachers (22 boards)
1975-76	820	197.5	202.5
1976-77	839.5	230.5	221
1977-78	931	298	223
1978-79	1042	424.5	247
1979-80	722*	527.5	227
1980-81	752.5*	560.5	217
1981-82	765.5*	586.5	206
1982-83	779.5*	610.5	196

*42 boards only

The rapid increase in the numbers of part-time FSL teachers as shown in the second column would appear to indicate that one or two large urban boards expect that increasing numbers of elementary teachers will become qualified to teach the regular FSL program along with other elementary subjects.

EFFECTS OF DECLINING ENROLMENTS ON F.S.L. PROGRAMS

It is difficult to separate the effects of declining enrolments from the effects of monetary restrictions, which are certainly connected, but not totally related.

There is the danger that French as a second language may become the "whipping boy" for other factors which affect schools, including declining enrolment. For instance, a regional immersion program introduced into a school will increase the numbers at that school, but declining enrolment at the same time will affect the numbers in the English language program at that school. The immersion program appears as a visible cause, but the true cause is declining general enrolments.

A news story in the January 18, 1978 issue of the Globe & Mail illustrates this point rather nicely. A meeting was held to get public opinion on the French-immersion program at Owen Public School. Parents in the area are worried because English-language enrolment at the school is declining. English-speaking children were choosing the French-language program instead of the English-language one, and parents expressed the fear that good teachers would not want to teach in the small English-speaking part of the school. A concerned group of parents, on the other hand, said that the board was using the school as a scapegoat in its battle to fight declining enrolment. Another person in the audience said that no one was taking into account the success of the French immersion program, and yet another person stated that declining enrolment is a natural thing, and asked why the French program should be destroyed just to prolong for a few years what seems inevitable - that Owen Public School will no longer be able to support an English-language program.

It is easy to see here how intertwined are the issues of declining enrolments, funding, and French programs. Another aspect of this same problem is that English-speaking teachers whose jobs are more immediately threatened by declining general enrolments feel that their jobs are also threatened by the expansion of French programs. Without declining general enrolments, their jobs would not in all probability be threatened by any such expansion, but once again French appears as a visible cause.

In secondary schools, seniority by program is the criterion by which teachers are being retained. In the elementary schools qualifications in

certain programs did not count. However, as of last spring, boards can now say that French teachers are also protected within their program. Otherwise, the French language teachers would be the first to go, since in most cases they were the most recently hired.

Another effect of declining enrolments is that as school populations decline, more double grades are created. This is a real problem for French programs. Because of the sequential nature of language learning, it is difficult to effectively teach two different levels at the same time; yet many boards cannot or will not allow for double timetabling for French for split grades. At the elementary level, split grades are caused by too few children in the class in general. At the secondary level, so few students choose French as an option in the senior grades that double classes may be the result there too. Some teachers report that year 3 and year 4 French classes are combined, and occasionally even years 3, 4 and 5. This results in extra lesson preparations for the teacher, but no acknowledgement in his timetable of the extra time spent. One board stated "that combining grade levels through necessity will in no way contravene the spirit of PIJI which is division oriented, rather than grade oriented. Therefore the positive benefits of such organizational modes as multilevel classes, and the potential benefits of peer and cross-aged tutoring are exciting possibilities worth looking into."

Because of declining enrolments, the expansion of French immersion programs may be jeopardized. These programs are endangered because there may not be enough qualified teachers within a board. Last year (1976-77) North York gave the expansion of the immersion program priority over the protection of unilingual teachers. About 150 teachers were released, and four or five immersion teachers were hired. This year the board did not expand its immersion programs into any new schools. Boards may be caught between the teachers' federations and the Ministry's requirements for French teachers. Thus, whenever alternative programs are offered, students must choose among them, with the effect of dividing the enrolment. With declining enrolments, some boards may not be able to offer the alternatives.

The problems relating to the use of itinerant teachers are aggravated by declining enrolments. Many boards are unable to provide enough pupils in French at any one school to give a French teacher a full-time schedule. Consequently the teacher's time may be allotted to 2 or 3 schools. An itinerant

teacher of French may well see between 180 and 300 different children each day. The obvious problems here are scheduling, travelling time, and teacher morale. With declining enrolments, many large boards which had been able to phase out the use of itinerant teachers in their expanded French programs are now finding that decreasing numbers of classes are leading once again to the use of itinerant teachers.

At the elementary level, the general feeling is that in a long-established FSL program, there will not be a tremendous loss in program because of declining enrolments. Naturally, the effects of declining enrolments depend very much on area. Some boards will put a high priority on FSL programs, others will not. Many school staffs will not either. But if a board is willing to support the program, and principals are able to be flexible, there should not be serious problems. Innovative or experimental programs will probably be jeopardized, since starting a program generates a number of expenses, and may require extra staffing. When budgets are tight, these kinds of programs suffer.

At the secondary level, the effects of declining general enrolments have barely been noticeable, but the decline in numbers of students taking second or third language programs, a decline which started in 1969 with the introduction of the credit system, is continuing. Many teachers report that because of low numbers, a second credit in Grade 13 cannot be offered in French, or the final year of a four-year French course may not be given. Language study has always tended to appeal to a limited number of students who are willing to make the extra efforts involved, and this number has been declining steadily for some years. One high school in Thunder Bay reported that some innovative semestering had been successful. Courses there count as .85 credits, students take 8 to 10 courses a year, and thus have more time for "extras." Additional (enriched) courses at the Grade 11 and Grade 12 levels have been successful at this school.

Of course, as the rapidly-evolving interest in French at the elementary level grows, it should spill over into the secondary schools, and as a result, more French courses, and different French courses may be required by students who have had more exposure to French in the elementary schools than is now generally the case with secondary school entrants. The effects of the increased financial support for French may take a few years to filter through to the

secondary level, but as long as the new funding is strictly controlled, more students should ultimately stay in French programs for longer periods of time. This is certainly the purpose of the Ministry's new funding system.

A method of keeping more students in the secondary school French program would be to require two credits in French as a second language for students in a program leading to the Secondary School Honour Graduation Diploma. This suggestion has been made by a number of individuals and organizations.

FRENCH AS A SECOND LANGUAGE

Appendix A

Replies to questionnaires from teachers

To learn what teachers felt about the present and future effects of declining enrolments on FSL programs, this researcher contacted by letter or interviewed a number of elementary and secondary school teachers across Ontario, identified for this purpose by the Ontario Modern Language Teachers Association. Five elementary and fifteen secondary teachers replied by mail, and six people were interviewed in person.

The questions asked and the replies received are listed below.

1. To what extent has declining enrolment already affected your school in programs for French as a Second Language?

Elementary Level

1) Since the number of FSL students affects the grant money given to the board, declining enrolments will mean cutbacks in the program offered.
2) No effect as yet. We have just started French in the primary grades this year. However, ever-increasing number of split grades will be the most serious problem in years to come.

Secondary Level

1) More stringent limits on class size at senior levels. (No more classes of 8 or 10 senior language students.)
2) Loss of one French teacher.
3) French at Grade 13 level no longer offered at one school.
4) Fewer students in this year's Grade 9 class will lead to probable cancelling of later years of program.
5) Split classes - more daily lesson preparation for teachers.
6) Four-level program not offered in Grade 12 for last two years, and will not be offered in Grade 11 next year, even though 15 students want to take it. Six-level advanced French course not offered this year.
7) Second credit French courses at Grade 13 level, designed for prospective university language specialists have all but disappeared, because

classes became too small. In order to maintain a course for 10 or 12 students, the teacher has to agree to a very large first credit course in order to balance numbers.

8) No effect yet; if anything, enrolment in French slightly up.

9) Innovative semestering (.85 credits per course) means students take more courses per year, and thus have more room for extras. Additional (enriched) courses at Grade 11 and Grade 12 levels have been successful.

10) Although the school population is dropping, French enrolment in this Sudbury school is increasing. About 2/3 of secondary school students in Sudbury take French, compared with provincial average of about 1/3.

2. What do you foresee as future effects of declining enrolment?

1) Restrictions on programs insofar as new materials, new books, audio-visual aids are concerned.

2) Increasing number of split-grades becoming a problem.

3) Pressure from anglophone teachers to cut down on immersion and other programs which appear to "steal" students from the regular stream.

4) Elimination of all special and enrichment programs.

5) Increased competition among secondary school departments to retain students. This may include a lowering of standards, eliminating examinations, etc.

6) Increased apprehension of secondary school language teachers who have coped with declining enrolments long before CODE was organized.

7) Excellent new teachers will lose their jobs due to seniority. This will mean no innovative new young ideas in the system.

8) Declining enrolments will cause the publishing industry to decrease activity in the authoring of language materials, since the numbers of students requiring them, at the secondary level, will be so small.

9) French programs may remain relatively unaffected as long as strict control of recent grant money is maintained.

3. In what ways could the effects of declining enrolment be used advantageously in French as a second language programs?

1) Smaller classes, lower pupil teacher ratios, might mean more time for the individual student.

2) A chance to offer more advanced classes to a small group of highly motivated students.
3) Teachers might be prodded into individualizing instruction, a method which has proved successful in maintaining enrolments in language programs at the secondary level.
4) Longer periods for language instruction.
5) One board expects the elementary enrolment to rise again at the time the decline hits its lowest point at the secondary level. A temporary transfer of French teachers from the secondary to the elementary level will lead to staff flexibility and a better understanding of the continuity of the FSL course.
6) Vacant classrooms will enable French teacher to have her own room, with the accompanying benefits of "atmosphere," AVA on location, etc.

4. In what ways will declining enrolment affect the training, selection and retention of teachers of second languages?

1) Scarcity of new teachers, and low turn-over of staff will mean a less than dynamic situation as far as pilot courses, new approaches are concerned.
2) Standards at teacher education facilities should become higher, since only the best will be accepted.
3) Anglophone teachers will rush to take summer programs, so as to qualify for FSL programs. This could further water down the quality of French teaching. It is impo-tant that proper criteria are developed and enforced.
4) Teachers will be of higher calibre and better-trained.
5) Teachers who become redundant should be retrained in other disciplines at the board's expense.
6) Given the unreasonable expectations required of language teachers at the elementary level (sometimes as many as 12-14 classes for an itinerant teacher), teachers will attempt to avoid teaching FSL at the elementary level.
7) Good teachers may lose their jobs because they do not have seniority. New talent, recent training and enthusiasm will be lost.
8) Since the job market is so difficult, "deadwood" teachers who are employed, but do not much like teaching, will remain longer, since

nothing else is available.

9) In-service training will be essential.

10) Sick leave will be more effectively covered by qualified teachers who have become redundant.

11) If the present enrolment decline turns out to be temporary, a severe imbalance between supply and demand of trained language teachers may lie ahead.

12) Less opportunities for student teachers to train with associate teachers.

13) More teachers in the last five years of their teaching careers might be encouraged to retire and leave room for younger teachers.

5. Please add any further comments you would like to make related to the effects of declining enrolment on FSL programs.

1) The number of options offered at the secondary school level does not imply quality of education. We have the opportunity to build on the positive aspects of two founding cultures. Declining enrolment may increase the distance between our two founding language groups.

2) Are we aiming at a system which does not serve the humanities?

3) If the Committee feels language learning is important, then it must strive to find ways to preserve it. A temporary decline in enrolment must not be permitted to destroy all the efforts toward bilingualism which the government has been trying to promote.

4) Making a language credit mandatory for SSG/HSSG diploma (not necessarily French) would certainly help maintain language enrolments.

5) Every effort should be made to retain teachers and reduce class size. All the "extras" should be dispensed with first. This includes consultative services, professional development budgets, new materials, even in-service training.

6) If the Committee could make one breakthrough, it should be this: the grants given to boards for increased French instruction should be contingent upon their intelligent use for French. Nothing is accomplished if the new grants - at the secondary school level - have no visible effect on programs. High schools offered French twenty years ago without these grants. It makes sense to subsidize boards only for things they wouldn't usually do - e.g. hire overlay teachers to reduce

large FSL classes, or teach those classes which have less than 15 students.

In addition to these questions, the teachers were asked to rate how declining enrolments will affect the following aspects of a FSL program: 1) Grade level at which program is offered; 2) Number of years in sequence of program; 3) Size of classes; 4) Number of teachers hired or retained; 5) Development and acquisition of new materials; 6) Travel and professional development budgets for teachers; 7) In-service training; 8) Availability of consultative services for teachers.

Elementary Level. Grade level at which program is offered was rated as most severely affected aspect by the most teachers at this level. Number of teachers hired was also mentioned. Some teachers made no attempt to answer the question, since such matters are decided by the board. Size of classes was named by two teachers, with the problem of split grades seen emerging. However, one reply listed grade level at which program is offered as the least severely affected aspect. Generally, the last four aspects named above were listed as the least severely affected.

Secondary Level. Number of teachers hired or retained was rated as the first or second most severely affected aspect by about half of the replies. The rest listed class size or number of years in sequence of program as the most affected. In general the last four aspects listed were considered to be the least affected, except for one reply which listed the grade levels at which programs is offered to be the least affected.

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THIRD LANGUAGES

Secondary Schools

Declining enrolments in secondary school programs for third languages began with the abolition of the language requirement for university entrance, and the introduction of the credit system in the late 1960's, and has continued ever since. For many years, the study of third languages in Ontario was confined to German, Spanish, Italian and Russian. As with French, these subjects were taught in the 19th-century manner, with little emphasis on speaking and more emphasis on grammar and syntax, written composition and translation. For example, in the early 1960's, students in Grade 13 German were expected to write a poem from memory on their examination, and to punctuate it correctly in order to receive full marks for the question.

When the credit system was introduced, and when no language course was required for entrance into university, students found there were far easier ways of getting a "communications" credit than to take a foreign (3rd) language course. Languages are cumulative subjects. After the initial course of study, there are prerequisites for further study, and tests and examinations are an integral part of the language program. Many students choose to pursue courses that do not have these built-in "difficulties." Students who do choose third language study are in most cases highly motivated. They have often studied a second language (usually French) and are efficient language learners.

Third language programs are introduced in Grade 10 or Grade 11, and in the ensuing high school years students are expected to achieve roughly the same level of performance as they do in FSL programs. Material used in third language programs is far less varied than that used in French, because there is less interest in developing it. Material with a Canadian background is rare, if non-existent. Some of the programs used are fairly old-fashioned, but teachers are attempting to put more emphasis on speaking and less on translation and composition.

Very little research has been done in relation to third languages in the high schools. In 1972, Isabel Fram carried out a series of studies on language programs in the North York Board, gathering data on modern language students' motivations and perceptions about the language program. The

reasons most commonly given by students for not continuing with the language program were: a) the student was experiencing academic difficulties in the course;

b) the student preferred another option.

Teachers report that with 35 students in a Grade 11 third language course, there will be about 20 in the Grade 12 course the next year, and around ten left in Grade 13. This is natural enough, considering factors such as increased options available, students leaving school at the end of Grade 12, the level of difficulty of the advanced years of the language program and so on. But there is a feeling of hopelessness here. If only ten students are left in Grade 13, then the course may not be given. If the course is not offered at Grade 13, is it worth taking at Grade 12? If the student takes it in Grade 11, will Grade 12 be phased out next year? Fewer and fewer students enrol in the initial year, because of uncertainty about the course's future, and the cycle is complete. The program dies through sheer attrition.

In general, each high school principal decides whether or not there is sufficient demand to continue a class. If a whole third language program is being phased out, classes are not offered in the initial year first, and in the succeeding years afterwards. But if numbers mean the final year cannot be given, then that is the decision made, and the student who wanted it is out of luck. Dedicated teachers often go to great lengths to maintain a small senior class. Classes from different years may be timetabled together, and both years will study with the same teacher at the same time. Or a teacher will undertake to teach a small class at lunch time or after school. This adds the burden of an extra course to a teacher's preparation time, but no extra time is allowed in the teacher's timetable.

Some principals are more flexible than others. They may permit a class of ten to twelve students, if the numbers can be balanced by larger numbers elsewhere. This depends upon the cooperation of other staff members, and of department heads. Some schools report having lost Grade 13 courses, because there was a lack of cooperation in trying to organize them. One teacher reported that although the projected enrolment in her school for 1978-79 is 16 students in Grade 12 German and 14 in Grade 13, the principal has so far refused to schedule two separate classes. This teacher feels that the continued existence of the Grade 13 German class depends entirely on her willing-

ness to accommodate the two groups in one class. In a sense, the teacher is trapped. If she does give the Grade 13 German course, it means a good deal of extra work; if she doesn't, it could mean the beginning of the end of German in that school. There seems no way out.

The following tables show the situation in the four "traditional" third languages, that is German, Italian, Russian and Spanish. (See next page.)

In recent years, a new development has occurred in third language programs. As the result of large-scale immigration after the Second World War, some urban areas of the province have ethnic minorities large enough to demand some third language programs at the secondary school level. For instance, the Toronto Board of Education responds to school and community requests for third language subject credit courses at the secondary school level with the following provisions:

1) enough students to make the course feasible within the guidelines of the pupil-teacher ratio;
2) development of a course of study in a form suitable for credit purposes;
3) availability of a qualified and competent teacher.

As a result the Toronto board offers the following third language programs at the secondary school level, as well as the usual ones: Chinese, both Cantonese and Mandarin; Modern Greek; Hebrew; Polish; Portuguese; and Ukrainian. These are offered at one or at the most two schools. In Sudbury, Finnish has been given as a credit course, but this is now being phased out.

There is a strong feeling among those involved in third language teaching that declining general enrolments, which have barely been felt at the high school level, will kill third language programs, except in those areas where large immigrant groups will support them. (See Table TL IV, page 66.) Courses may then become dependent on population shifts - for instance, if a large Italian population gradually gives way to a West Indian population in a certain area, the demand for Italian may well cease at the schools in that area, to be required again somewhere else. Immigration patterns and policies will certainly play their part in this kind of third language program. At present, the healthy economy of West Germany has slowed German immigration to a trickle, while a large group of Chilean refugees was recently accepted. Thus, it

TABLE TL I

ENROLMENTS IN TRADITIONAL THIRD LANGUAGES, 1974, 1975, 1976

	1974		1975		1976	
	Total students	% of school population	Total students	% of school population	Total students	% of school population
German	18,903	3.1	17,233	2.7	15,905	2.5
Italian	8,698	1.4	9,916	1.6	9,565	1.5
Russian	255	-	161	-	385	-
Spanish	9,039	1.5	9,501	1.5	8,946	1.4

TABLE TL II

SCHOOLS WITH TRADITIONAL THIRD LANGUAGE PROGRAMS AND STUDENTS ENROLLED THEREIN - 1976

	Year 1 & 2			Year 3 & 4		Year 5		Total number of students	% of total Eng. sp. sch. population
	No./sch.	No./stud.		No. sch.	No./stud.	No./sch.	No./stud.		
		Pub.	R.C.						
German	166	5,798	232	239	7,921	191	1,954	15,905	2.5
Italian	30	2,513	2,313	49	3,893	29	796	9,565	1.5
Russian	1	22	-	3	56	4	307	385	-
Spanish	84	2,519	338	145	4,901	106	1,188	8,946	1.4

seems that the demand for third language programs may become governed by policies and patterns beyond the control of the local school board, or even beyond the control of the MInistry of Education.

Teachers of third languages have been depressed about the work situation for a number of years. The year before the credit system came into effect, there were more language teachers trained than ever before at the University of Toronto's Faculty of Education, and every one of them was hired. Even though the decline in language program enrolment started the very next year, the still-expanding school system was able to absorb them. At a large high school in Metropolitan Toronto in the late 1960's, there were 10 teachers in the Modern Language Department. This year the same school has 4. What will happen here when declining enrolments reach the high schools?

There is a very small demand for new third language teachers. Since third languages are highly specialized subject areas, a few new teachers will probably be required each year. Few teachers in other subject areas can transfer to such specialized fields. However, the following chart illustrates that the number of hopeful third language teachers in training at the Faculty of Education, University of Toronto, has remained surprisingly constant over the years, although the shift in languages indicates two things: The increase in Italian reflects the growth of the Italian community in Toronto; the decrease in Spanish reflects declining numbers choosing the Spanish language program in secondary school.

	Spanish	German	Italian	Russian	Total Faculty Enrolment
1969-70	39	35	16	17	---
1971-72	22	24	18	16	1301
1973-74	17	23	22	4	1374
1977-78	16	17	37	0*	1350

*Russian no longer offered as an option.

Because third language teachers are worried about their jobs, and about

their reputations as teachers, there may be a tendency to "water down" standards in order to attract more students to the course. On the other hand, there will also be pressure on the teacher to produce more stimulating and attractive courses, a pressure most dedicated teachers will respond positively to. But when a teacher is teaching two grades at one time, or during lunch hour, there is not much time for creativity and stimulation.

Another problem for third language teachers is that when they need assistance it is not readily available. The Ministry of Education no longer provides consultative services in regional offices for language teachers, especially third language teachers. At times, a third language teacher may be the sole teacher of his subject in a Board or area. Not all boards have consultants with authority over third language programs, because the consultants are often qualified only in French.

The problems of the effects of declining enrolments in an optional subject like third languages is that the repercussions spread through the entire system. Fewer students mean fewer courses, which means fewer teachers, which means fewer jobs available, therefore fewer student teachers required, and fewer associate teachers available to supervise their practice teaching, and so on.

More and more emphasis is being placed on extra credits received through night school or summer courses. Night school registration used to be closed to daytime students, summer courses used to be for remedial purposes only. This is no longer the case, and many students are choosing to take a third language option outside of regular school hours. This is another nail in the coffin, so to speak.

The effect of the new elementary school Heritage language program on secondary school language programs is totally unknown. There seem to be both positive and negative opinions about it. Some teachers and consultants feel that the lack of trained teachers, the longer school day involved, and the possible family pressures on students, may alienate these students from third language study by the time they reach high school. On the other hand, others feel that some academic training in these heritage languages will make the subject easier to pursue in later years, and for that reason more students might choose third language study as an easy option. The elementary school program offers a wide variety of languages, far wider than is now currently

offered at the secondary level by even the most "multicultural" of boards. Whether this great range of languages could be offered at the secondary school level in the face of declining enrolments is hard to foresee. It seems unlikely.

A questionnaire was sent to every board across the province. 88 replies were received in time to be coded and computerized for this report. At the secondary school level, boards replying made up about 47.4% of students for 1976, and 39.9% of students for 1981. It should be borne in mind that the following tables in third languages represent less than 50% of secondary school students in Ontario, and in some cases less than 40%.

Of the 88 boards which replied, 27 indicated they had German programs, 2 had Russian programs (both boards giving Russian in Grades 11 to 13 only), 26 boards had Spanish programs, and 11 boards offered other third languages, including Latin in some cases.

A number of boards gave complete enrolment figures or estimates for the years 1975-83. Table TL III shows the total enrolments, with the numbers of boards providing figures given in brackets.

TABLE TL III

ENROLMENTS IN THIRD LANGUAGE PROGRAMS				
	German (12)	Italian (8)	Spanish (13)	Other (9)
1975-76	3,312	3,394	1,998	1,611
1976-77	2,972	3,591	1,815	1,389
1977-78	2,859	3,863	1,825	1,198
1978-79	2,626	3,697	1,753	1,194
1979-80	2,402	3,445	1,741	1,184
1980-81	2,311	3,089	1,816	1,123
1981-82	2,156	2,838	1,769	1,128
1982-83	2,078	2,674	1,760	1,229

This table indicates a decline in the first three, but the last column shows that the non-traditional third languages, most likely ethnically based,

will maintain their present level, or even increase slightly.

Boards were asked to indicate or estimate the number of teachers who taught third languages only, or who will do so, between 1975-76, and 1982-83. Here is a breakdown of replies.

In 1975-76, 15 boards had a total of 79 teachers of third languages only.

In 1978-79, 16 boards estimate a total of 95 such teachers.

In 1982-83, 12 boards estimate a total of 56 such teachers.

Another question asked boards to describe the minimum conditions required to establish and maintain third language programs at the secondary school level. Thirty-three boards answered this question. Eight of them stated that no set policy exists. Of the other 25 boards which answered, minimum numbers for starting programs varied from two classes of thirty students to one class of fifteen for the first year of the program. At the Grade 13 level, some boards reported that classes with as few as ten students were maintained as a commitment to the students. Classes below ten in number were usually combined with another grade, sometimes even two other grades. Other boards reported that once a class had fewer than twelve or fifteen students, it was no longer permitted to function. It is obvious from these replies that conditions vary from board to board, and even from school to school.

Between 13 and 23 boards answered various parts of a question dealing with the effects of declining enrolments on third language programs. Table IV below shows what percentages of boards who answered felt that the effects of declining enrolments had been or would be moderate to severe.

TABLE TL IV

EFFECTS OF DECLINING ENROLMENTS ON THIRD LANGUAGE PROGRAMS				
	German	Italian	Spanish	Other
Past 3 yrs.	47%	32%	57%	31%
Next 5 yrs.	82%	63%	74%	38%

There are very few solutions visible to the problems of declining enrolment in third language programs. Nor do there seem to be many positive effects that could be made use of. One suggestion that was made several times was that a Grade 13 school within a Board means more concentration of facilities, better organization of teacher time, a wider drawing area for students. A Grade 13 school in Hamilton has proved successful and another one has been opened. This might be a possible answer for some boards to enable them to offer third language programs in year 5.

Another suggestion for third language programs is that teachers should become aware of community needs, especially as third language programs become more reflective of the community's ethnic background. Some language courses might be suited to whatever jobs are available within the community (e.g. hotel management). Carried one step further, this might mean the development of terminal, rather than accumulative, language courses, in which a student could learn whatever practical everyday language he or she needs for use in a job. This would presuppose some earlier study on the student's part, of course. But a one year course in business vocabulary might be all a particular student needed or wanted.

One benefit of declining enrolment is that small classes, <u>if they are allowed to survive</u>, can be advantageous to the student who benefits from more personal and frequent attention. This is of special benefit to the average student. Unfortunately, as has been pointed out, the small class tends to disappear, or else be joined to another small class.

Appendix A

Replies to questionnaires from teachers.

Ten teachers of third languages in the secondary school system in Ontario were asked to reply to a series of questions about declining enrolment. These teachers were identified through the Ontario Modern Language Teachers Association and selected at random throughout the province.

The questions asked and the replies received are listed below.

1. To what extent has declining enrolment already affected your school in third language programs?
   1) Spanish is no longer offered.
   2) There is no grade 13 Italian.
   3) Italian courses in our school cut from 6 to 3.
   4) Spanish used to have large numbers in Grade 10, ending with two credits in Grade 13. Now a combined 12 and 13 is required to make up numbers. The forecast is that Grade 13 Spanish will not be offered next year, and the whole Spanish program will be phased out. Students who hope to finish may not be able to do so.
   5) Grade 12 and 13 German taught at same time by same teacher, adding burden of extra course to teacher's timetable. (22 Grade 12 and 4 Grade 13.)
   6) Changes in school population may affect French and German programs.
   7) No chance of starting Spanish. Doubled classes in Latin.
   8) No Italian at our school, because the number interested in Grade 11 is not enough to allow for attrition and still maintain the program in Grade 13.
   9) Third languages are hurting. We phased out German last year, began Italian. It's already flagging.

2. What do you foresee as future effects of declining enrolment?
   1) Abolition of all special or enrichment programs.
   2) Less money available for audiovisual aids, reading materials.
   3) Reluctance to budget for classes of less than 20 students.

4) Increased competition among departments to attract students. Language teachers will become more disillusioned.
5) In Ottawa, virtual disappearance of the third language program from the school system. Students are not sure courses will continue, hence are unwilling to enrol.
6) An educational system with no foreign languages except where a large ethnic population demands it.
7) German and Latin will disappear.
8) Frustration for intelligent highly-motivated students who want to study languages.
9) Pressure on teacher to produce more stimulating and attractive courses. This could be beneficial.

3. In what ways could the effects of declining enrolment be used advantageously in third language programs?
   1) Positive aspects are hard to see. Language study, not being compulsory, suffers when enrolment declines.
   2) Smaller classes could be good for oral work, provided two grades are not combined.
   3) Adults might be encouraged to enrol.
   4) There is a chance to offer advanced classes to highly motivated students.
   5) Teachers might have to individualize instruction, a method which has been successful in maintaining enrolments in the past, and which has enabled teachers to run courses where enrolment is low.
   6) The Ministry of Education might have to loosen its restrictions on individual study program, which would be one way of handling small groups of students in language study.
   7) If courses are allowed to continue, even when numbers are small, at least those interested enough and talented enough will be served.

4. In what ways will declining enrolment affect the training, selection and retention of teachers of third languages?
   1) Third language teachers are already uncertain and looking for other areas to teach in.
   2) Teachers may be required to teach outside their specialty.

3) Third language teachers are already teaching in their lunch hour, etc., in order to keep a dying program out of its grave.
4) There will be few opportunities for practice teaching with an associate.
5) Fewer students will enroll in university language courses because fewer and fewer schools offer these programs at the secondary school level. What about university language departments if no one enrolls in them? What about Faculties of Education? There is a vicious circle being started here, with repercussions throughout the system.
6) Teachers who should specialize will not. Few jobs will be available for new teachers. In all fairness, redundant teachers should be retrained in other disciplines at the board's cost.

5. Please add any further comments you would like to make related to the effects of declining enrolment on language programs.
1) Is there any way the Ministry can guarantee the continuation of a program through Grade 13, even if numbers are small?
2) Our country is a multicultural nation and to benefit from this we must strive to maintain language training in our schools.
3) Is there any way the multicultural bandwagon could be "used" to bolster support for traditional foreign languages, not just new and exotic ones?
4) A mandatory language credit for the Honour Secondary School Graduation Diploma would help a great deal in maintaining enrolment.
5) Language teachers need assistance which is not readily available. No regional consultative services in third languages, many boards do not have third language consultants.
6) Overall enrolment decline will be felt in the language area. Times will get worse for language teachers, it seems.

In addition to these questions, the teachers were asked to rate the following aspects of a third language program and how they will be affected by declining enrolment: 1) Grade level at which program is offered; 2) Number of years in sequence of program; 3) Size of classes; 4) Number of teachers hired or retained; 5) Development and acquisition of new materials; 6) Travel and professional development budgets for teachers; 7) In-service training; 8) Availability of consultative services for teachers. The replies show no overall consensus as to what aspects will be most severely affected. About

one-third of the teachers felt that the grade level programs which were offered would be most severely affected. Another one-third felt that class sizes would be most severely affected, and the remaining ones felt it would be the number of teachers retained or hired, or the number of years in the program. In general the last four items listed were considered the least likely to be severely affected. The first four items were in all cases considered to be the most severely affected by declining enrolments.

Appendix B

The Heritage Language Program was introduced into the elementary schools in September 1977. The report on Multiculturalism will deal with the cultural aspects of this program. For information purposes only, the latest statistics on Heritage Languages, as provided by the Ministry of Education, are appended.

HERITAGE LANGUAGE CLASSES, 1977-78

Region	Language	Board	No. of Classes	No. of Pupils
Central	Armenian	Brant County	1	19
		Hamilton-Wentworth RCSS	3	50
		Lincoln County	3	49
		Wentworth County	3	60
	Bengali	Toronto	2	50
	Cantonese	Toronto	31	771
	Chinese*	Metro RCSS	4	130
		Hamilton-Wentworth RCSS	3	70
		Lincoln County	1	24
		Wellington County	3	46
	Croatian	Halton RCSS	3	60
		Hamilton	8	163
		Lincoln County	1	22
		Metro RCSS	13	192
		Niagara South	1	21
		Toronto	2	50
	Czechoslovak	Hamilton	2	40
		Lincoln County	2	35
	Dutch	Brant County	2	66
		Hamilton-Wentworth RCSS	4	98
		Lincoln County	4	78
		Niagara South	2	52

*See also Cantonese Mandarin.

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd)

Region	Language	Board	No. of Classes	No. of Pupils
Central	Estonian	Hamilton-Wenthworth RCSS	2	26
	Filipino	Hamilton	3	60
		Metro RCSS	1	24
	Finnish	Lincoln County	1	27
	German	Lincoln County	12	232
		Metro RCSS	1	20
		Simcoe County	3	57
	Greek	Brant County	3	36
		Durham	4	80
		Hamilton	11	230
		Lincoln County	3	52
		Niagara South	2	55
		Northumberland and Newcastle	1	13
		North York	1	23
		Peterborough County	2	26
		Simcoe County	3	52
		Toronto	67	1,675
		York Borough	16	365
	Hebrew	North York	15	375
		York Borough	1	31
	Hindi	Hamilton	1	25
		North York	1	23
		Toronto	1	25
	Hungarian	Lincoln County	1	16
		Norfolk	2	42
		Welland County RCSS	2	28

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd.)

Region	Language	Board		No. of Classes	No. of Pupils
Central	Italian	Halton RCSS		5	125
		Hamilton-Wentworth RCSS		65	1,921
		Lincoln County RCSS		17	473
		Metro RCSS	(day)	576	19,521
			(after-hour)	166	4,784
		Niagara South		1	18
		Toronto		59	1,480
		Welland County RCSS		51	1,403
		Wellington County		3	86
		York Borough		40	1,017
		York Region RCSS		30	726
	Japanese	Toronto		5	125
	Korean	Toronto		3	83
	Lithuanian	Hamilton-Wentworth RCSS		5	81
		Norfolk		1	18
	Maltese	Metro RCSS		4	150
	Mandarin	Toronto		1	25
	Polish	Brant County		5	104
		Hamilton		6	118
		Hamilton-Wentworth RCSS		3	46
		Lincoln County		8	142
		Norfolk		1	21
		Niagara South		1	21
		Metro RCSS		8	209

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd)

Region	Language	Board	No. of Classes	No. of Pupils
Central	Polish	Northumberland and Newcastle	2	53
		Toronto	2	50
		Wellington County	2	26
	Portuguese	Halton	3	75
		Hamilton	10	116
		Hamilton-Wentworth RCSS	2	43
		Metro RCSS (day)	77	2,055
		(after-hour)	54	1,660
		Norfolk	2	48
		Toronto	65	1,625
		York Borough	1	33
	Punjabi	Toronto	8	225
	Russian	Lincoln County RCSS	1	19
	Slovak	Lincoln County	1	19
	Slovenian	Hamilton-Wentworth RCSS	4	61
		Metro RCSS	2	62
	Spanish	Hamilton-Wentworth RCSS	4	68
		Metro RCSS	8	399
		Toronto	7	294
	Ukrainian	Brant County	2	26
		Durham	10	200
		Hamilton	2	41
		Hamilton-Wentworth RCSS	4	148
		Lincoln County	15	269
		Lincoln County RCSS	2	39

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd)

Region	Language	Board	No. of Classes	No. of Pupils
Central	Ukrainian	Metro RCSS	(day) 8	350
			(after-hour) 13	192
		Niagara South	2	43
		Toronto	14	350

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd)

Region	Language	Board	No. of Classes	No. of Pupils
Eastern	Arabic	Ottawa	4	42
		Ottawa RCSS	8	157
	Cantonese	Frontenac County	1	32
	Chilean	Ottawa RCSS	9	94
	Chinese	Ottawa	17	219
		Leeds and Grenville County	1	25
	Croatian	Ottawa RCSS	2	50
	Dutch	Leeds and Grenville	1	25
	German	Ottawa	9	141
		Ottawa RCSS	2	27
	Greek	Frontenac County	1	34
		Leeds and Grenville County	1	25
		Ottawa	11	169
	Hungarian	Ottawa	2	8
	Italian	Ottawa	18	323
		Frontenac County	1	12
		Ottawa RCSS	12	238
	Japanese	Ottawa	5	99
	Lithuanian	Ottawa	2	10
	Mandarin	Frontenac County	1	22
	Polish	Ottawa RCSS	9	88
		Renfrew County	1	20
	Portuguese	Frontenac, Lennox & Addington County RCSS	1	20
		Ottawa RCSS	10	162

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd)

Region	Language	Board	No. of Classes	No. of Pupils
Eastern	Punjabi	Ottawa	3	39
	Russian	Ottawa	2	11
	Spanish	Ottawa RCSS	5	79
	Syrian	Ottawa	3	42
	Ukrainian	Ottawa	2	18
		Ottawa RCSS	8	98

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd)

Region	Language	Board	No. of Classes	No. of Pupils
Midnorthern	Croatian	Sault Ste. Marie	1	27
	Italian	Sault Ste. Marie District RCSS	3	75
		Sudbury District RCSS	4	90
	Polish	Sault Ste. Marie District RCSS	1	20

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd)

Region	Language	Board	No. of Classes	No. of Pupils
Northeastern	Cantonese	Nipissing	1	37
	Greek	Nipissing	1	20
	Italian	Nipissing RCSS	4	93
	Spanish	Timmins	2	24
	Ukrainian	Kirkland Lake	1	20

Note: Cree classes being offered by the Hearst Board (7 classes, 140 students) are being funded by the Department of Indian Affairs.

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd)

Region	Language	Board	No. of Classes	No. of Pupils
Northwestern	Croatian	Lakehead District RCSS	2	24
	Finnish	Lakehead	2	24
	Italian	Lakehead District RCSS	6	101
	Polish	Lakehead District RCSS	2	50
	Ukrainian	Kenora	2	20
		Lakehead	3	43

HERITAGE LANGUAGE CLASSES, 1977-78 (cont'd)

Region	Language	Board	No. of Classes	No. of Pupils
Western	Arabic	Essex County RCSS	8	188
		Windsor	2	40
	Croatian	London & Middlesex County RCSS	3	78
		Windsor RCSS	6	107
	Czechoslovakian	Windsor RCSS	1	20
	German	Windsor RCSS	2	35
	Greek	Oxford County	1	20
		Perth County	1	20
		Windsor	10	200
	Hungarian	London & Middlesex County RCSS	1	23
		Windsor RCSS	2	30
	Italian	Essex RCSS	5	100
		Lambton County RCSS	4	100
		London & Middlesex County RCSS	7	161
		Windsor	6	130
		Windsor RCSS	27	496
	Korean	London & Middlesex County RCSS	2	68
	Lithuanian	London & Middlesex County RCSS	1	26
	Mandarin	Windsor	2	40
	Polish	London & Middlesex County RCSS	6	95
		Windsor RCSS	5	20
	Portuguese	London & Middlesex County RCSS	5	117
	Punjabi	Windsor	1	17
	Slovak	Windsor RCSS	1	20
	Ukrainian	Windsor RCSS	3	60

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